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ABSTRACT

Designed to help evaluate the past academic year by summarizing and consolidating both college- and district-wide information, this annual report provides technical information on the Los Angeles Community College District for 1985-86 and historical data for previous years when available. After initial sections offer an overview of the district and a data summary, the bulk of the report presents tables, figures, and accompanying narratives focusing on: (1) changing community demographics and attendance patterns; (2) enrollment characteristics, including the changes in the numbers and characteristics of the District's students since 1971; (3) program enrollments; (4) student retention rates, transfers to public four-year institutions in California, and degrees and certificates awarded; (5) services to special student groups (e.g., veterans, handicapped, and foreign students); (6) income sources for the District and expenditures by program and location; and (7) personnel distributions by ethnicity, sex, occupational category, and location. (AJL)

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COLLEGE ANNUAL REPORTS 1985-86

VOLUME 2:

TECHNICAL INFORMATION

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August 1987

Office of Research, Planning and Analysis

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JC 880 491

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1985-86 COLLEGE ANNUAL REPORTS, VOLUME 2: TECHNICAL INFORMATION

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FIGURE 1: DISTRICT MAP

P R E F A C E

This second volume of College Annual Reports 1985-86 provides technical information which is essentially an update of information in last year's annual report. It is presented as a separate volume for ease in using as a reference. A discussion of each table and figure is included to facilitate interpretation. The purpose of this volume is to aid in evaluating the past academic year by summarizing and consolidating both college and districtwide information.

Tables present data which are routinely collected each semester and comparable among the colleges. A more focused view of each individual college is provided by the college narratives in the first volume of College Annual Reports.

The sequence of tables in this technical section generally follows the major divisions of the narrative reports, proceeding from characteristics of the community, students, and enrollment to descriptions of instructional programs and support services, and concluding with analyses of institutional resources. Tables and figures are presented with the following topics:

Community Characteristics and Attendance Patterns	Tables 1 and 2
Student Enrollment Characteristics	Tables 3-12 Figures 2-9
Instructional Programs	Tables 13-20 Figures 10-14
Student Performance and Articulation	Tables 21-23
Special Services	Table 24
Fiscal and Personnel Resources	Tables 25-31

A District Overview introduces the discussion of individual tables and figures and follows the sequence of topics listed above. Each table and figure is preceded by a fuller description and explanation of the information contained within it.

This year's technical volume continues the effort noted in the 1984-85 report to present data not only in comparison to that of the previous year but also to describe changes in the context of longer time periods. Reconfiguration of most of the tables, made possible by improved microcomputer capabilities, has also enabled us to present more of this historical information at college as well as District levels.

Space does not always permit the display of all of the data on a year-by-year basis. Where selections have had to be made, procedures have been to begin with the earliest year available, followed by standard five- year intervals and then the last five years. It is hoped that this volume will meet many of the needs for statistical information about the colleges of the Los Angeles Community College District. Additional reports will be published under separate cover which will provide more detailed data on a year-by-year basis. The Office of Educational Research, Planning and Analysis stands ready to respond to requests for specific information, or to assist staff in the collection, interpretation or analysis of data.

A C K N O W L E D G M E N T S

Technical information in this second volume of College Annual Reports 1985-86 has been presented in 14 figures and 31 tables, each with an accompanying description. Tables and figures were assembled from a variety of data sources, much of it regularly produced computer printouts as well as unpublished sources such as year-end reports on community services, financial aid, and specially funded programs. The cooperation of an untold number of college and District staff who supplied these data was essential and is very much appreciated.

The Office of Research, Planning and Analysis, Educational Research and Development Division, was responsible for preparing this volume. Director Nancy Conrath supervised the project, with Research Analyst George Prather initiating the preparation of descriptive texts and charts, assisted by staff members Kit Fong Lai and Dexter Kelly.

Secretarial support was ably provided by Connie Rosano and Dora C. Gonzales.

Graphic artist Chriss Bertelli designed the cover, and Anthony Calderon and Wilbert King oversaw the reproduction of the document.

Overall direction in preparing the final report was provided by Cedric A. Sampson, Vice Chancellor of the Educational Research and Development Division.

DISTRICT OVERVIEW

Community Characteristics and Attendance Patterns

Previous editions of Annual Reports have noted that the Los Angeles Community College District is large, metropolitan and diverse. To this must be added that it is rapidly changing. The District covers 882 square miles and now contains 4.5 million people. It includes all of the City of Los Angeles and a number of other incorporated cities and unincorporated areas in the core of the Los Angeles basin; it is the major melting pot of the nation in the immigration wave of the last quarter of the 20th century.

For analytic purposes, the Los Angeles Community College District can be divided into nine areas, each with one of the District's colleges located centrally within it. The character of these areas ranges from urban to suburban, industrial to commercial to residential, affluent to impoverished. City, East, Southwest, and Trade-Tech colleges serve a central city area; Mission, Pierce and Valley have the largely suburban environment of the San Fernando Valley. The remaining schools have some mixture of the two, with Harbor serving the Los Angeles Harbor area and the suburban Palos Verdes peninsula, and West providing services to the varied airport, coastal and inland communities of western Los Angeles.

Tables 1.1 through 2.2 show the range of variation of population across these services areas, the directions in which change is taking place, and the differing levels of participation in the local college and in the District as a whole for these populations. Of particular note is the presentation of updated population estimates for the first time in the Annual Reports. These projections are of particular interest at mid-Census, although 1980 Census data are also repeated.

Enrollment Characteristics

Tables 3.1 through 12.2 report the changes in the numbers and characteristics of the District's students since 1971. They reveal a recent District history reflecting some of the most significant social and demographic changes in the Los Angeles region and in the country as a whole. The tables also show how each of the nine individual colleges have been affected by these changes.

The District enrolled 91,779 students in Fall 1985. This figure reflected an enrollment decline which began in 1982, a decline which paralleled California community college enrollment as a whole, although

to an exaggerated degree. This decline was shared by each of the District's colleges to varying extents.

Changes in student characteristics continued along trends noted in previous Annual Reports, trends which have also been generally true of the state and nation at large. Women have remained a slight majority of the District's students. Nonwhite ethnic groups were a majority, with particularly recent increases in the proportions of Asian and Hispanic students. The District's students continued to become older and most enrolled part-time, although with some slight upward movement in the number of full-time students in 1985.

As with the overall enrollment decline, each of the nine colleges has experienced these changes in student characteristics in varying amounts, but each has been affected. Since 1972, City College has changed from a school in which first whites and then blacks predominated, to one with an approximate balance among Asian, black, Hispanic and white students. Asians now have a slight edge in numbers, followed closely by Hispanics. The age of City's students has consistently increased throughout these ethnic shifts. East has seen an Hispanic majority grow and then ease off as the number of Asian students has increased in recent years; the age of its students has also increased consistently but more moderately. Harbor, like City, has moved to a greater ethnic balance, with whites declining to slightly less than a majority and with each of the "minority" groups showing relatively equal growth in number of students. At the same time, Harbor has undergone a sharp shift in the age of its students, exceeded only by that at West.

Since its opening in 1975, Mission has seen very moderate ethnic change, maintaining a dominant mix of white and Hispanic students though with some fluctuation. Although it began with a somewhat older student population, the typical age of Mission students has also increased over the years. Pierce and Valley have undergone very similar patterns of change. The proportion of white students has declined substantially, but whites remain dominant in numbers. At both schools, the increase in Asian students has been most rapid, although at Valley Hispanics have grown to greater actual numbers. The age of students at both schools has increased very substantially, even though Pierce continues to have the youngest students of any of the District's colleges. The age of Valley's students have become more typical of the District as a whole.

Among colleges, Southwest and Trade-Tech have seen the least change in the composition of their student bodies. The shift toward older students has been present but more moderate at both schools. Southwest has remained almost monolithically black, although there have been recent signs of participation from the increasing proportion of Hispanics in the service area. At Trade-Tech, blacks grew to a slight majority and then declined to hold at present only a slight edge over a growing Hispanic enrollment. Asian enrollment at Trade-Tech has reflected the total District in both pace and proportion, while whites

have fallen from the second largest to the smallest group. West, on the other hand; has seen quite substantial change. Blacks have increased from a third to half of student enrollment; the number of white students has followed an inverse pattern, while Asians and Hispanics have increased very moderately. In the age of its students, West has experienced more rapid change than any other school in the District. In 1972 it had one of the highest proportions of students under 20. By 1985 its proportion of students under 20 was below the districtwide figure. Its proportion of students 35 and over was second lowest in 1972. The same proportion was second highest in 1985.

Instructional Programs

Tables 13 through 20 record data on program enrollments categorized in various ways. As with enrollment characteristics, Fall 1985 generally saw a continuation of trends noted in previous Annual Reports. However, since the time period covered by these tables is unfortunately short compared to those on enrollment, the additional year of information provides more opportunity to relate change in program enrollment to the changes in community and student characteristics discussed above.

Most notable are the contrasting patterns of change by subject area. Total weekly student contact hours (WSCH) have decreased since 1981 in a manner paralleling the overall enrollment decline. This trend was true across both occupational and transfer oriented programs. Only a few subject areas escaped the general decline. The largest of these were English, mathematics and business, with English and mathematics experiencing significantly less decline than business. The continuation of these patterns through Fall 1985 would thus further support the suggestion made in the 1984-85 Annual Reports that the shift in student interest has been toward "basic skills for coping in the workplace and the academy."

Student Performance and Articulation

Because of data collection and retrieval problems, the number of indicators of performance is foreshortened in the current edition of Annual Reports, though a longer span of years is now covered for each of the District's colleges. This makes it possible to better see the changes in this area within the context of community and enrollment trends.

Tables 21 through 23 report student retention, transfers to California public four-year institutions, and degrees and certificates awarded. Again, 1985 essentially saw a continuation of previous trends, with a very slight decrease in first census to end-of-semester retention between Fall 1984 and Fall 1985. The total number of transfers and the total number of awards continued to decline at approximately the same rate as for total enrollment.

Special Services

Table 24, the only table including information on services to special student groups, has also been expanded to cover a longer timeframe. It shows that declines in those served continued to outrun the drop in total enrollment, except in the numbers of foreign students.

Fiscal and Personnel Resources

Tables 25 through 31.2 trace income sources for the District, expenditures by programs and locations, and personnel distributions by ethnicity, sex, occupational category and location. Allocations for vocational education and other special programs are now shown for a longer time period than in previous editions. In each of these areas, a continuation of previous patterns held true through the 1985-86 year.

TABLES AND FIGURES

COMMUNITY CHARACTERISTICS AND ATTENDANCE PATTERNS

Table 1.1: Change in Population by College Service Area, 1980 - 1985

Table 1.2: Selected Community Characteristics by College Service Area

Description

Table 1.1 provides summary data on total population, age distributions and ethnicity for the college service areas of the Los Angeles Community District for 1980; these data are also estimated for 1985. The District is divided into nine service areas and each area has a District college centrally located within it, although many colleges attract substantial enrollment from beyond their immediate areas.

Table 1.2 presents additional community characteristics for 1980 only.

Discussion

The District has a large and rapidly changing population. The total estimated population in 1985 was almost 4.5 million, up from 4.3 million in 1980. Individual college service area populations in 1985 ranged in size from a low of just over 330,000 in the Mission area to a high of more than 830,000 in the East Los Angeles area. Total population growth was greatest in the West, Pierce and Mission areas, while the City and Valley areas experienced declines in total population.

This growth has not produced a corresponding rise in college enrollments, however. Looking at 1985 estimates by age group shows that growth has occurred primarily among those least likely to enroll in college. Age-specific estimation techniques have been used to project population changes for those 18 to 54, defined as the "college-relevant population" because most enrollment is from this age range. Within this range, however, those under 25 are much more likely to attend college and to attend on a full-time basis than those 25 or older (See Table 2.2). Significantly for District enrollment, the 18 to 19 year-old group declined 10% and the 20 to 24 year-olds fell 7% between 1980 and 1985, while those 25 to 34 increased by 6% and those 35 to 54 grew by 10%. The much lower rates of attendance from these older age categories, coupled with declines in the younger age groups, translated into a substantial overall reduction in the relevant population base for District enrollment. Only in the Mission and

Pierce areas has the number of those under 25 remained relatively constant. In these areas, it appears that there is an approximate five-year delay in the effects of the changing age structure, probably the result of recent housing developments and the consequent addition of young families. All areas show increases in the older population groups.

On the whole, the District is ethnically diverse and becoming more so. In 1985, the college-relevant portion of the District's population was estimated to be 44% white, 33% Hispanic, 14% black, and 8% Asian. The numbers in Table 1.1 indicate that whites are a declining percentage of the population; Hispanic shares are increasing and blacks and Asians are stable proportions of the population.

The ethnicity distributions of Table 1.1 should be read as indicating the direction of change, a direction which appears to be rather uniform across all areas of the District. The determination of the exact magnitude of that change, particularly for limited age ranges and smaller geographies, requires data and a time perspective which are not yet available. To begin with, population estimates by age and ethnicity were developed by stepping forward 1980 Census data and applying them to total population projections furnished by the Southern California Association of Governments (SCAG). This technique in effect assumes that the total population of a specific geographic area will change due to the differing age structures of the ethnic groups resident in that area in 1980, in combination with the dynamics of economic growth and land-use planning. It cannot predict the replacement of one ethnic group by another within a given area, a process which may be happening with some rapidity within the Los Angeles area due to immigration. Additional sources of information which might pick up some of the replacement of populations which has happened since 1980 are being developed, but this work can not yet produce revised figures.

Secondly, the data are limited by the college-relevant age range by ethnicity. Ethnic distribution is highly interrelated with age. In the simplest terms, an older white population is being replaced by a younger Hispanic population. Compared to the District level numbers in Table 1.1, for example, whites were 61% of those 35 to 54 in 1985 but only 35% of those 18 to 19. Hispanics were 11% of those 35 to 54 and 39% of those 18 to 19.

Finally, five years is a very short time over which to measure the kinds of changes described here. Unfortunately, the ethnicity questions of the 1970 Census are not sufficiently comparable for accurate plotting of these changes from that point.

The additional selected demographic characteristics shown in Table 1.2 further substantiate the diversity of the District. Median household income ranged from a high of almost $30,000 in the Pierce area to a low of less than $12,000 in the Trade-Tech area. With regard to educational level, 33% of the District's population in 1980 had fewer

than 12 years of education, while over 16% had attended four or more years of college. At the extremes, almost 16% of the adult population in the West area had some graduate education (more than 16 years of school), while next door in the Southwest area, just over 2% had done some graduate work. Again, 51% of the adults in the East area had less than a high school education, while only 16% could be similarly classifed in the Pierce area.

Interestingly, the language data indicate a substantial but more moderate range of variation than education. For the District as a whole, 13% of those 18 and over in 1980 reported that English was not spoken in their homes, with 26% in the East area reporting that this was the case but only 3% so stating in the Pierce area. However, this is a relatively strict measure of language ability. The number of people living in homes where some other language is spoken in combination with English was 36% for the District as a whole, with a high of 65% in the East area and a low of 17% in the Pierce area. Refinement of the data by more limited age ranges might also show higher magnitudes and greater variation across the District.

Combining the various population characteristics for the college service areas, several distinct typologies emerge for many service areas: Pierce has an older, more often white, higher-income and better-educated population than most areas; Valley is an older white area; East, Trade-Tech and Southwest are lower-income, younger, less well-educated and minority (Trade-Tech is black and Hispanic, East is strongly Hispanic, while Southwest is predominantly black); West is a high-income and well-educated area with a white majority and a black concentration; and City is low-income and ethnically heterogeneous, with proportionately more Asians and 25 to 34 year-olds.

TABLE 1.1
CHANGE IN POPULATION BY COLLEGE SERVICE AREA, 1980 - 1985

College Service Area		Total Population	College-Relevant Population				Ethnicity of College-Relevant Population			
			18 - 19	20 - 24	25 - 34	35 - 54	Asian	Black	Hispanic	White
City	1980	594,575	15,928	56,339	121,808	122,793	13.2%	5.2%	32.8%	46.6%
	1985	592,903	13,509	48,382	130,337	137,480	13.5	5.1	34.5	44.6
East	1980	808,320	29,456	80,937	131,540	149,417	8.1	1.0	68.5	21.5
	1985	830,060	27,825	76,436	138,649	163,457	8.2	2.0	69.6	20.4
Harbor	1980	390,319	14,647	34,471	61,010	95,514	9.8	10.9	24.6	53.7
	1985	392,100	13,866	33,833	61,548	102,676	9.9	11.2	25.0	52.9
Mission	1980	316,338	12,388	30,530	53,461	72,238	4.1	6.0	30.6	58.5
	1985	332,944	11,738	30,637	56,789	79,661	4.1	6.3	32.0	56.7
Pierce	1980	374,759	14,703	38,152	64,104	98,960	4.2	1.5	9.7	83.7
	1985	402,135	13,599	38,777	70,950	113,910	4.2	2.1	10.1	83.2
Southwest	1980	364,899	14,954	35,329	55,947	73,289	6.1	64.7	20.0	8.6
	1985	374,817	14,460	35,179	57,721	78,697	6.0	65.2	20.3	8.0
Trade-Tech	1980	453,088	19,328	54,713	85,704	87,410	8.4	36.0	45.3	9.2
	1985	467,847	15,386	48,028	87,946	94,043	8.3	36.2	46.3	8.2
Valley	1980	487,687	13,230	44,710	86,494	100,309	4.1	2.0	18.5	74.2
	1985	464,772	11,465	39,442	91,999	110,795	4.2	2.1	19.6	72.9
West	1980	543,909	19,700	57,831	112,603	132,884	6.5	20.8	13.0	58.3
	1985	593,143	16,680	53,266	122,475	148,628	6.5	21.2	14.1	56.9
District	1980	4,333,894	154,334	433,012	772,671	932,814	7.5	14.5	31.8	45.1
	1985	4,450,721	138,528	403,980	818,414	1,029,347	7.5	14.5	32.6	44.1

Source: Southern California Association of Governments, Census Data Center, Census Data as of 4/1/80 and Forecast Data as of 6/7/85. Age and ethnicity distributions for 1985 are from models developed by the Office of Educational Research, Planning and Analysis.

TABLE 1.2
SELECTED COMMUNITY CHARACTERISTICS BY COLLEGE SERVICE AREA

College Service Area	Median Household Income (1979)	Years of Education, Pecentage Distribution ----------Population 18 Plus---------- Less than 12	12	13 - 15	16	More than 16	English Not Spoken at Home Pop. 18 Plus
City	$17,765	31.1%	26.2%	21.9%	10.6%	10.2%	17.1%
East	16,530	51.0	26.6	14.5	4.1	3.8	25.6
Harbor	26,916	29.1	31.3	22.1	8.4	9.1	8.1
Mission	23,825	32.4	35.7	20.8	6.1	5.1	9.9
Pierce	29,955	16.5	32.3	27.9	11.7	11.7	3.4
Southwest	13,952	43.5	32.3	18.4	3.1	2.3	9.9
Trade-Tech	11,614	49.9	24.7	17.0	4.3	4.1	25.3
Valley	23,573	23.3	33.0	25.2	9.8	8.8	6.5
West	27,442	17.4	26.8	26.4	13.2	15.9	4.3
District	$21,163	33.0%	29.1%	21.5%	8.2%	8.3%	13.2%

Source: Southern California Association of Governments, Census Data Center, Census Data as of 4/1/80.

COMMUNITY CHARACTERISTICS AND ATTENDANCE PATTERNS

Table 2.1: Service Area Enrollment and Percentage Distribution by College, Fall 1985

Table 2.2: Age-Specific Participation Rates by College Service Area, Fall 1980 and Fall 1985

Description

Table 2.1 provides information about enrollment in District colleges from the population in each of the service areas. The "Fall 1985 Enrollment" column shows each service area's enrollment at all District colleges. These totals are then distributed across the nine colleges and expressed as a percent of each service area's District-enrolled population. These percentages indicate how successfully colleges in the District compete for students from their own and surrounding service areas.

Table 2.2 shows the participation rates for the District and each service area. The participation rate is calculated by dividing enrollment in a given period by the relevant population in the same period. The age-specific participation rate measures participation rates within age categories and thus discounts the effect of the changing age distribution on participation.

Discussion

East, Harbor, Valley and Pierce continue to attract more than three-fourths of each of their own service area's District-enrolled students. City and West each enroll a slight majority of the District's students from their own service area, while Mission, Trade-Tech and Southwest face extensive competition within their own service areas from other District institutions. In the Trade-Tech area, City enrolls a higher percentage of students than does Trade-Tech. Trade-Tech, on the other hand, draws fairly heavily from the adjacent and nearby areas of City, East, Southwest and West. Location in relation to other District institutions and the size and comprehensiveness of programs and facilities obviously work to explain these differences in service area dominance.

There are wide differences in the rates at which residents in the service areas attend any of the District's colleges. Three major determinants come into play: differences in age distributions and socio-economic levels, and the degree of competition from non-District institutions providing two- and four-year postsecondary education.

The district level participation rate based on the total college-relevant population fell from 5.1 in 1980 to 3.3 in 1985. In 1985, participation rates by service area ranged from 1.9 at West to 5.3 at Pierce. Overall, lower income service areas (Trade-Tech, Southwest and East) had lower participation rates. At West, heavy outflow to neighboring district institutions resulting from free-flow in 1984 accounted for the observed lower participation rate in 1985.

Comparing 1985 participation rates by age group, they were highest for the younger groups: 11.3 for those under 20, 6.2 for those 20-24, 2.9 for those 25-34, and 1.4 for those 35-54. Across age groups, the 18-19 and 35-54 age group rate fell by almost 40%; the 25-34 rate fell by 32%, while the 20-24 rate fell by 23%. Declining participation rates among the under-20s is particularly worrisome because this age group accounts for almost one-quarter of the student body.

Changes in participation rates across service areas showed wider disparities than across age groups. The total participation rates at Southwest and West service areas fell by more than 50% (these declines were the result of heavily declining participation rates in all, and especially in the younger, age groups in these areas). Harbor's under-20 and 35-54 participation rates also fell dramatically, while Valley, Mission, and East had lower-than-average declines in total participation rates.

TABLE 2.1

SERVICE AREA ENROLLMENT AND PERCENTAGE DISTRIBUTION BY COLLEGE, FALL 1985

College Service Area	Fall 1985 Enrollment	Percentage Enrollment by College									
		City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	Total
City	10,647	67.4	4.6	0.2	0.2	1.5	0.3	15.7	7.7	2.3	100%
East	12,300	6.2	76.4	0.3	0.0	0.2	0.2	16.0	0.3	0.3	100%
Harbor	6,946	0.4	0.4	94.0	0.0	0.1	0.9	2.7	0.1	1.4	100%
Mission	7,596	0.9	0.5	0.0	30.3	24.5	0.0	1.6	41.6	0.5	100%
Pierce	13,292	0.5	0.3	0.0	3.2	85.6	0.0	0.7	9.1	0.6	100%
Southwest	4,892	10.4	4.6	8.4	0.0	0.6	41.0	25.3	0.9	8.7	100%
Trade-Tech	8,093	42.3	3.8	0.5	0.1	0.7	4.2	36.9	1.4	10.0	100%
Valley	13,077	1.9	0.4	0.0	2.9	16.1	0.0	1.7	76.4	0.5	100%
West	6,042	12.5	1.7	0.7	0.2	2.5	3.7	19.0	3.0	56.8	100%
All District Resident Students	82,885	15.7	12.9	8.5	3.8	19.0	3.2	11.6	18.8	6.3	100%
Out of District Students	8,894	7.9	11.6	7.7	3.1	18.2	4.2	26.2	8.1	13.6	100%
Total Students	91,779	15.0	12.8	8.5	3.7	19.0	3.3	13.0	17.7	7.0	100%

Source: Student Data Tape 551, Data Processing Branch, Business Services Division, 1985.

TABLE 2.2

AGE SPECIFIC PARTICIPATION RATES BY COLLEGE SERVICE AREA, FALL 1980 AND FALL 1985

College Service Area		Age Groups 18 - 19	20 - 24	25 - 34	35 - 54	Total Rate 18 - 54
City	1980	13.9	7.7	4.2	2.1	4.5
	1985	10.0	6.6	2.8	1.5	3.1
East	1980	14.4	6.9	3.3	1.4	4.2
	1985	9.6	5.8	2.4	1.0	3.0
Harbor	1980	19.7	7.9	3.7	2.4	4.9
	1985	10.7	5.9	2.8	1.3	3.1
Mission	1980	20.0	8.7	4.4	2.6	5.6
	1985	13.2	7.1	3.5	1.9	4.0
Pierce	1980	33.6	13.7	5.5	3.1	7.8
	1985	22.3	11.4	4.4	1.8	5.3
Southwest	1980	19.8	8.9	4.7	2.4	5.8
	1985	7.5	4.1	2.3	1.2	2.6
Trade-Tech	1980	12.8	6.8	4.4	2.3	4.9
	1985	8.8	5.2	2.9	1.5	3.2
Valley	1980	26.1	10.2	5.4	3.0	6.4
	1985	19.5	9.4	4.2	2.2	4.8
West	1980	12.1	5.3	3.3	2.1	3.7
	1985	5.3	2.7	1.6	1.0	1.7
District	1980	18.2	8.1	4.2	2.3	5.1
	1985	11.3	6.2	2.9	1.4	3.3

Source: Student Data Tape 551, Data Processing Branch, Business Services Division, 1980 and 1985.

STUDENT ENROLLMENT CHARACTERISTICS

Table 3.1: Unduplicated First Census Enrollment by College, Fall 1964 - Fall 1985

Table 3.2: District and State Enrollment, Fall 1972 - Fall 1985

Figure 2: District and State Enrollment, Fall 1964 - Fall 1985

Description

Table 3.1 shows the unduplicated first census enrollment figures for each college from Fall 1964 through Fall 1985. Table 3.2 compares the District's enrollment to statewide community college figures from Fall 1972 through Fall 1985.

Figure 2 charts trends in state and district unduplicated enrollments from Fall 1964 through Fall 1985.

Discussion

Enrollment has undergone cyclical swings up and down. The number of students attending District schools rose steadily through the 1960s and early 1970s, peaked in 1975 at over 134,000, then fell to a low of under 128,000 in 1978 before rising to a new high of 137,500 in 1981. Since then it has taken a deep dive to below 92,000, a level just above that of 1969.

This double-peak pattern is seen in all the nine colleges, indicating the dominance of districtwide influences over local service area conditions. In 1985, Mission, the newest and the second-smallest college, departed from the general declining trend, registering a slight increase in enrollment; this variation is explained by the college's large new Project for Adult Education (PACE) enrollment.

California's community college enrollment pattern displays the same trends as that of the District, with peak enrollments in 1975 and 1981 and a low in 1978. The overall similarity of enrollment trends is the result of common statewide policies and socio-economic conditions. Deviations in district trends from state averages are explained by district-specific conditions. Since 1981, enrollments in both the District and State have been falling, but rates of decline have been more pronounced for the District than for the State. In 1982, District enrollment declined only 2% against the State's 6% decline. In 1983 and 1984, District enrollment fell much faster than State enrollment (12% and 15% for the District versus 7% and 6% for the State). In 1985, District enrollment fell 9%, while California's enrollment remained virtually unchanged from the previous year. One explanation

for this recent abnormal decline has been the implementation of free-flow, whereby students attend the community college of their choice, regardless of their residence within the District. The net outflow of students from the District rose from 19,239 in Spring 1984 to 27,365 in Fall 1985.

TABLE 3.1

UNDUPLICATED FIRST CENSUS ENROLLMENT BY COLLEGE, FALL 1964 - FALL 1985

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1964	15,306	9,770	4,867	---	9,420	---	14,944	13,723	---	68,030
1965	16,922	9,804	5,853	---	11,139	---	15,447	15,000	---	74,165
1966	18,023	12,359	6,363	---	12,207	---	14,545	15,983	---	79,480
1967	18,137	13,136	6,712	---	12,636	1,044	14,233	16,258	---	82,156
1968	18,745	13,043	7,493	---	14,128	2,537	14,224	18,042	---	88,212
1969	17,463	13,014	7,852	---	14,617	2,525	15,688	17,028	3,282	91,469
1970	18,069	13,606	8,408	---	16,000	2,940	15,433	18,481	4,239	97,176
1971	17,802	14,042	9,130	---	16,317	3,858	15,645	19,066	4,832	100,692
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	101,515
1973	19,185	15,626	10,050	---	17,335	4,387	16,524	18,609	5,700	107,416
1974	23,514	16,833	10,736	---	21,206	4,655	18,155	21,323	7,240	123,662
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	134,472
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	123,154
1977	19,535	15,763	11,812	3,060	22,654	7,119	17,306	21,796	8,712	127,757
1978	18,776	14,998	11,357	2,678	21,700	6,068	15,695	21,412	10,041	122,725
1979	18,701	16,026	11,681	3,025	22,852	7,450	15,993	22,055	11,407	129,190
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	132,475
1981	20,492	17,772	12,541	4,023	23,770	8,049	17,130	22,671	11,085	137,533
1982	20,169	17,709	11,786	4,589	23,721	7,165	16,415	22,358	10,825	134,737
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	118,538
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	91,779

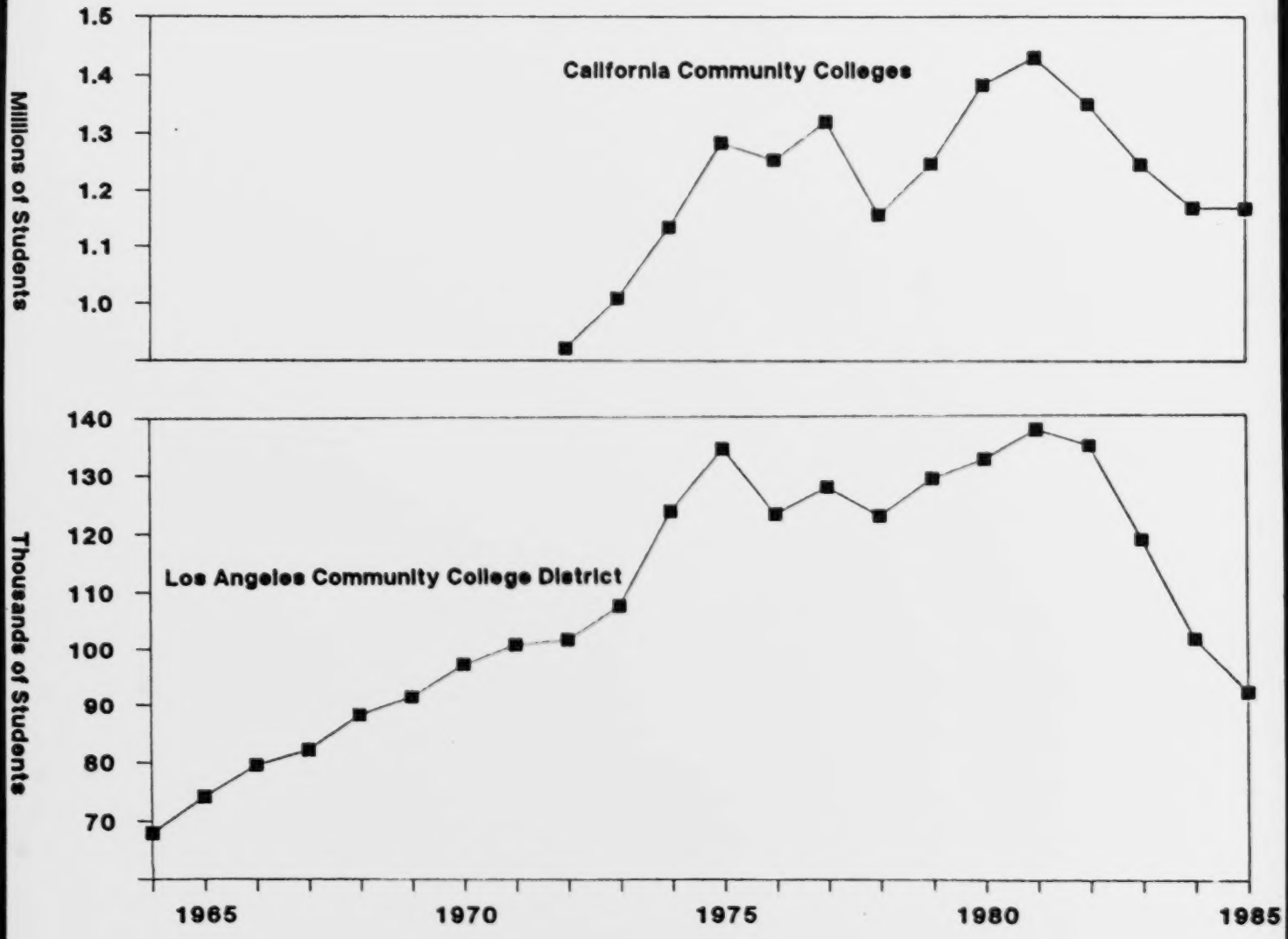
Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1982 and computer report CCAF130, Office of Enrollment Management, Division of Educational Research and Development, 1983 through 1985. Enrollments do not include ITV.

TABLE 3.2
DISTRICT AND STATE ENROLLMENT, FALL 1972 - FALL 1985

	Los Angeles Community College District		California Community Colleges	
	Enrollment	Percent Change from Previous Year	Enrollment	Percent Change from Previous Year
1972	101,515		921,944	
1973	107,416	5.8	1,009,306	9.5
1974	123,662	15.1	1,136,478	12.6
1975	134,472	8.7	1,284,824	13.1
1976	123,154	-8.4	1,255,678	-2.3
1977	127,757	3.7	1,321,739	5.3
1978	122,725	-3.9	1,159,819	-12.3
1979	129,190	5.3	1,248,459	7.6
1980	132,475	2.5	1,384,068	10.9
1981	137,533	3.8	1,430,634	3.4
1982	134,737	-2.0	1,351,760	-5.5
1983	118,538	-12.0	1,247,671	-7.7
1984	101,300	-14.5	1,172,874	-6.0
1985	91,779	-9.4	1,172,240	-0.1

Source: TOTAL AND FULL-TIME ENROLLMENT, CALIFORNIA INSTITUTIONS OF HIGHER EDUCATION, Fall 1983 and Fall 1985, Department of Finance, Sacramento, California.

FIGURE 2: DISTRICT AND STATE ENROLLMENT, FALL 1964 - FALL 1985



STUDENT ENROLLMENT CHARACTERISTICS

Table 4: Enrollment by Sex and College, Fall 1972 - Fall 1985

Figure 3: Enrollment by Sex, Fall 1972 - Fall 1985

Description

Table 4 shows the percentages of male and female students enrolled in each college for the Fall semesters in 1972, 1975, and 1980 through 1985.

Figure 3 charts the trends in male and female enrollment from Fall 1972 through Fall 1985.

Discussion

The female proportion of total District enrollment since 1980 has been relatively stable at the 53% to 54% level.

Females are a majority at all colleges except Trade-Tech, where they represent 38% of enrollment. Low female participation there is entailed by the large number of vocational programs that prepare students for traditionally male occupational roles. Southwest and Mission have significantly higher than average enrollments of women (about 73% and 70% respectively). Being the smallest colleges, they tend to attract females who value the proximity of the college to their homes and who often enroll in part-time or in the evening. These colleges are also likely to lose full-time students, particularly males, to neighboring colleges with more comprehensive and competitive offerings.

TABLE 4

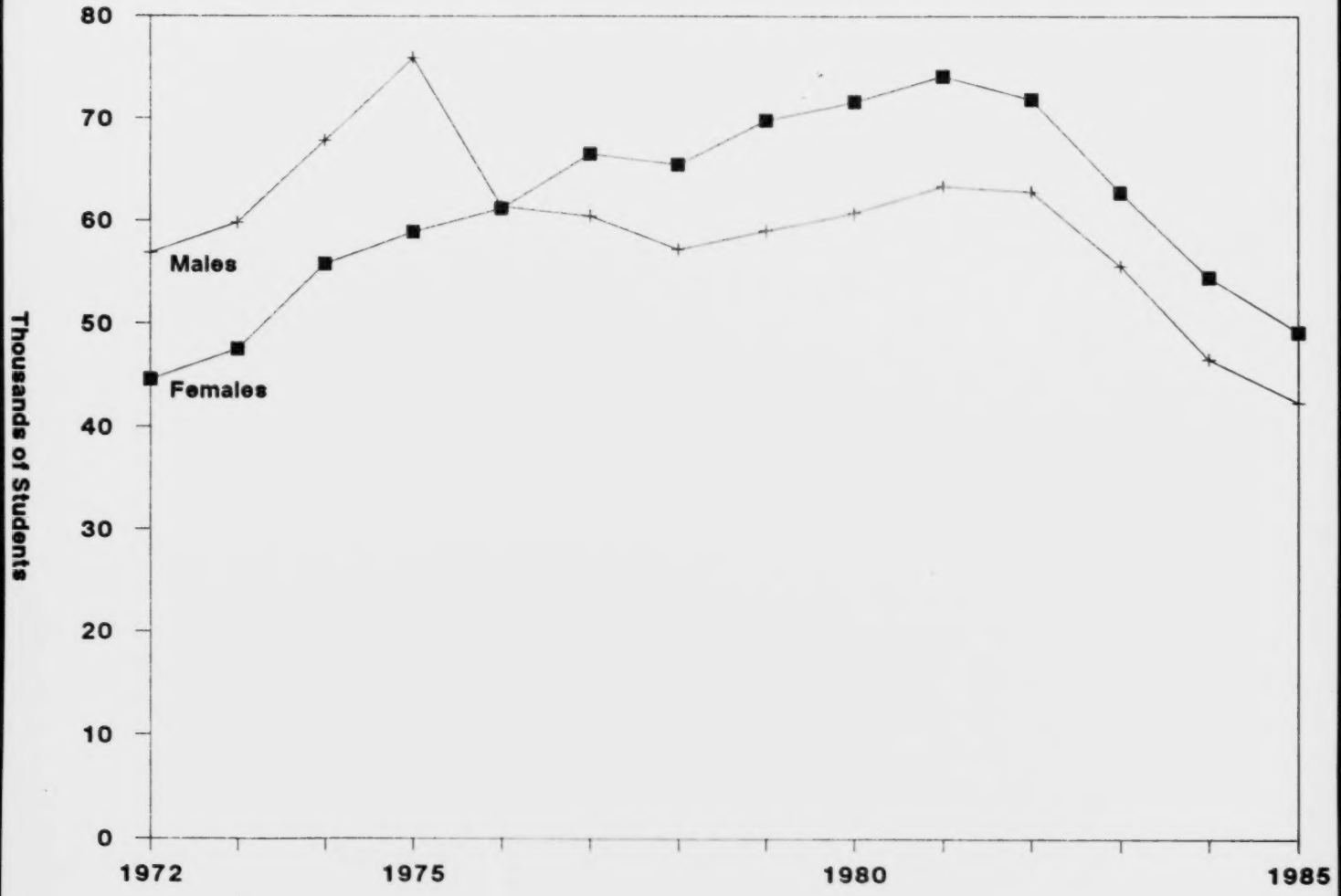
ENROLLMENT BY SEX AND COLLEGE, FALL 1972 - FALL 1985

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Female											
1972	51.3	41.7	46.0	----	43.3	57.4	28.0	47.4	45.9	44.0	44,628
1975	43.7	41.3	48.0	58.4	46.1	54.5	28.6	49.5	52.9	43.7	58,951
1980	53.1	55.1	54.9	68.2	52.9	68.4	36.7	57.7	61.5	54.1	71,682
1981	51.6	54.6	54.8	69.2	52.7	67.8	37.6	56.9	61.9	53.9	74,138
1982	51.4	53.8	54.3	67.0	51.6	67.0	37.7	56.5	61.3	53.3	71,866
1983	51.8	52.7	54.9	68.5	51.2	67.8	37.1	55.8	61.2	53.0	62,830
1984	51.4	56.6	57.3	68.6	50.8	69.7	37.7	56.5	64.1	53.9	54,597
1985	51.1	57.4	58.0	69.7	50.4	72.5	37.7	55.7	64.2	53.7	49,319
Percent Male											
1972	48.7	58.3	54.0	----	56.7	42.6	72.0	52.6	54.1	56.0	56,887
1975	56.3	58.7	52.0	41.7	53.9	45.5	71.4	50.5	47.1	56.3	75,920
1980	46.9	44.9	45.1	31.8	47.1	31.6	63.3	42.3	38.5	45.9	60,793
1981	48.4	45.4	45.2	30.8	47.3	32.2	62.4	43.1	38.1	46.1	63,405
1982	48.6	46.2	45.7	33.0	48.4	33.0	62.3	43.5	38.7	46.7	62,871
1983	48.2	47.3	45.1	31.5	48.8	32.2	62.9	44.2	38.8	47.0	55,708
1984	48.6	43.4	42.7	31.4	49.2	30.3	62.3	43.5	35.9	46.1	46,703
1985	48.9	42.6	42.0	30.3	49.6	27.5	62.3	44.3	35.8	46.3	42,460
Total Enrollment											
1972	19,622	14,094	9,213	----	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1981	20,492	17,772	12,541	4,023	23,770	8,049	17,130	22,671	11,085	100.0	137,533
1982	20,169	17,709	11,786	4,589	23,721	7,165	16,415	22,358	10,825	100.0	134,737
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	100.0	118,538
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1982 and computer report CCAF130, Office of Enrollment Management, Division of Educational Research and Development, 1983 through 1985.

Note: The number of females at East, Harbor and Trade-Tech in 1975 have been interpolated from 1974 and 1976 figures due to apparent data collection errors at those schools for 1975.

FIGURE 3: ENROLLMENT BY SEX, FALL 1972 - FALL 1985



STUDENT ENROLLMENT CHARACTERISTICS

Table 5: Enrollment by Ethnicity and College, Fall 1972 - Fall 1985

Figure 4: Enrollment by Ethnicity, Fall 1972 - Fall 1985

Description

Table 5 presents the percentage distribution of District enrollment by ethnicity for selected years from Fall 1972 through Fall 1985. Because students report their ethnic status voluntarily when they register, the number of respondents is somewhat fewer than total enrollment; percentages for students in each category have been calculated from those students who reported their ethnicity.

Figure 4 charts trends in unduplicated enrollment of major ethnic groups from Fall 1972 through Fall 1985.

Discussion

The ethnic distribution of the District's 1985 college-relevant population was 44% white, 33% Hispanic, 15% black and 8% Asian. Blacks and Asians were higher proportions of Fall 1985 enrollment than in the population (18% and 15% respectively), while white and Hispanic enrollments (40% and 24%) were lower than their shares of the population. The percentages of Hispanics and Asians in the student body are increasing; blacks are declining, while white enrollment has stabilized after sharp reductions in the seventies.

Given existing trends, it is likely that white and Hispanic enrollment shares will soon approach their population percentages, while Asian enrollment continues to be above population proportions; declining black enrollment percentages will bring their student representation from above to below that of their population in the District.

At the college level, the 1985 ethnic distribution differs from the District's pattern, reflecting ethnic variations in housing and socio-economic conditions. At Pierce and Valley, the student body was at least two-thirds white; at East it was strongly Hispanic (63%); Southwest continued to enroll a heavy black majority (94%) and at West half the students were black. Asians had a relatively strong presence at City (27%) and East (20%).

Although ethnic distribution patterns differ markedly from one college to another, the recent trends in Asian, black and Hispanic student enrollment observed at the District level are also present in individual colleges: Asian percentage enrollments have risen in all colleges except Harbor during the 1980-85 period; black enrollment

shares declined in all colleges except at West, where black enrollment is holding at the 50% level. Hispanic enrollment shares are generally rising, except at East where Asian participation is strong. White percentages in three colleges, Harbor, Mission and Trade-Tech, have risen since 1980, while generally falling in all other colleges.

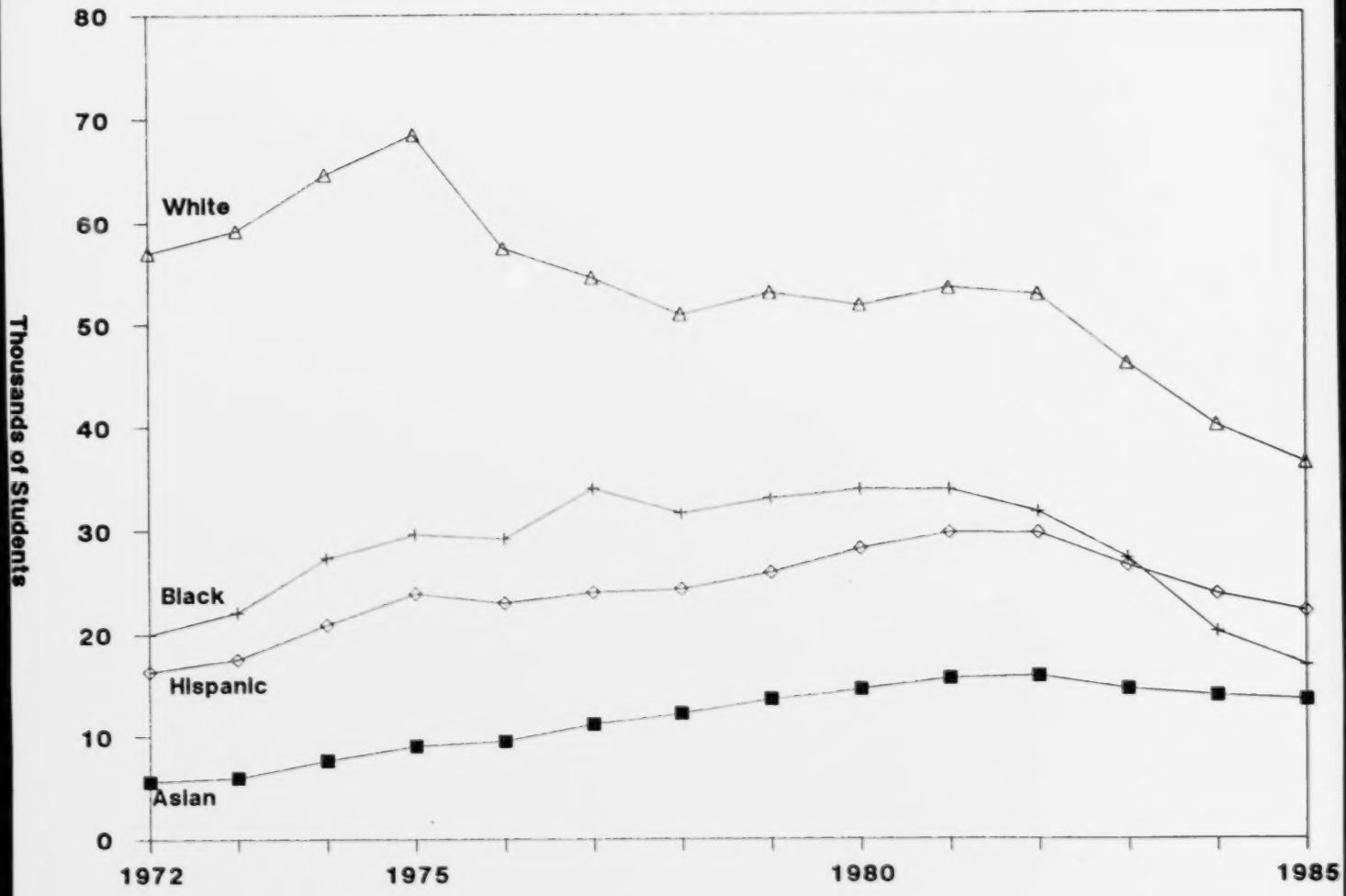
TABLE 5
ENROLLMENT BY ETHNICITY AND COLLEGE, FALL 1972 - FALL 1985

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Asian											
1972	11.6	8.0	8.3	----	0.7	0.4	5.4	1.5	4.0	5.5	5,591
1975	15.3	8.6	8.6	1.8	1.6	1.4	6.7	2.8	5.7	6.7	9,012
1980	20.7	14.2	16.5	3.5	6.8	0.5	8.3	8.4	8.3	10.9	14,447
1984	26.1	20.2	14.8	5.3	9.7	0.6	13.5	9.2	7.4	13.6	13,777
1985	27.2	20.3	14.3	5.0	10.7	1.0	15.5	10.1	8.4	14.5	13,333
Percent Black											
1972	32.0	5.1	10.5	----	0.9	89.5	39.4	3.0	33.5	19.7	20,003
1975	34.5	7.5	13.7	11.9	1.6	95.9	46.8	3.9	45.5	22.1	29,695
1980	35.2	4.9	16.1	11.2	3.9	98.2	52.6	6.8	50.0	25.6	33,945
1984	23.4	4.0	14.2	8.5	3.5	94.1	39.3	5.8	50.0	19.8	20,098
1985	20.9	4.3	14.1	8.7	3.1	93.9	35.9	6.1	50.0	18.2	16,702
Percent Hispanic											
1972	14.5	52.3	13.8	----	3.2	0.8	18.1	7.2	4.1	16.1	16,294
1975	15.1	59.2	15.5	31.1	4.1	0.9	18.3	9.5	4.9	17.8	23,898
1980	19.7	67.5	18.7	42.1	7.1	0.5	24.4	13.3	6.2	21.3	28,174
1984	25.4	62.9	18.8	36.2	9.4	2.5	31.2	14.7	7.9	23.4	23,701
1985	26.8	63.1	19.2	34.8	8.5	2.9	32.0	14.7	7.6	24.0	22,019
Percent White											
1972	38.5	32.7	64.1	----	94.0	6.1	33.7	86.1	56.1	56.2	57,037
1975	32.6	22.9	58.0	53.3	90.5	0.8	26.0	80.7	41.2	50.9	68,487
1980	21.3	11.5	45.5	39.8	78.5	0.3	12.0	66.9	32.6	39.1	51,788
1984	20.3	10.3	49.1	47.2	74.1	1.1	12.5	66.0	30.9	39.6	40,084
1985	20.0	9.6	49.2	48.1	73.9	1.0	13.6	64.9	30.5	39.6	36,387
Total Enrollment											
1972	19,622	14,094	9,213	----	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Enrollment Management , Division of Educational Research and Development, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1985.

Note: Enrollment percentages from "Other" ethnic groups are not shown here.

FIGURE 4: ENROLLMENT BY ETHNICITY, FALL 1972 - FALL 1985



STUDENT ENROLLMENT CHARACTERISTICS

Table 6: Enrollment by Age and College, Fall 1972 - Fall 1985

Figure 5: Enrollment by Age, Fall 1972 - Fall 1985

Description

Table 6 reports percentages of unduplicated enrollment districtwide by age category and college from Fall 1972 through Fall 1985. Age categories comprise those aged 18 and 19, 20 through 24, 25-34, and 35 and older.

Figure 5 charts these trends as the changing proportions of enrollment in each age category.

Discussion

Aging in the District's student population is reflected in the following changes in percentages of enrollment between 1975 and 1985: the under-20 group fell from 26% to 19%; the 20-24 age group rose from 28% to 30%; the 25-34 group rose from 27% to 29%; and the 35 and over group rose from 19% to 23%. All nine colleges reflect this trend, with the under-20 group declining and older groups generally increasing their relative shares in the student populations.

As with college service area populations, college enrollments show a diversity in age distribution. The 1985 under-20 group at the college level ranged from 10% at Mission to 26% at Pierce. The percentage of 20-24 year-olds was highest at East (35%), followed by Pierce (34%), and was lowest at Mission (18%). The 25-34 group was proportionately higher at City (34%), Trade-Tech (33%) and at Southwest (30%), and lowest at Pierce (23%). Those aged 35 and over, the oldest age group, was very well represented at Mission (46%) and West (30%), while at Pierce and East, they were only 17% and 18% of the students, less than half their proportion at Mission.

Different factors explain these variations in age distribution among colleges. Mission's students are older, a result of PACE, high part-time and evening enrollment, while City's high proportion of 25-34 year-olds corresponds with a high percentage of this age group in its service area population. Southwest's college service area population is comparatively young; however this is not reflected in the student body because Southwest draws less than half its own service area's District-enrolled population.

TABLE 6

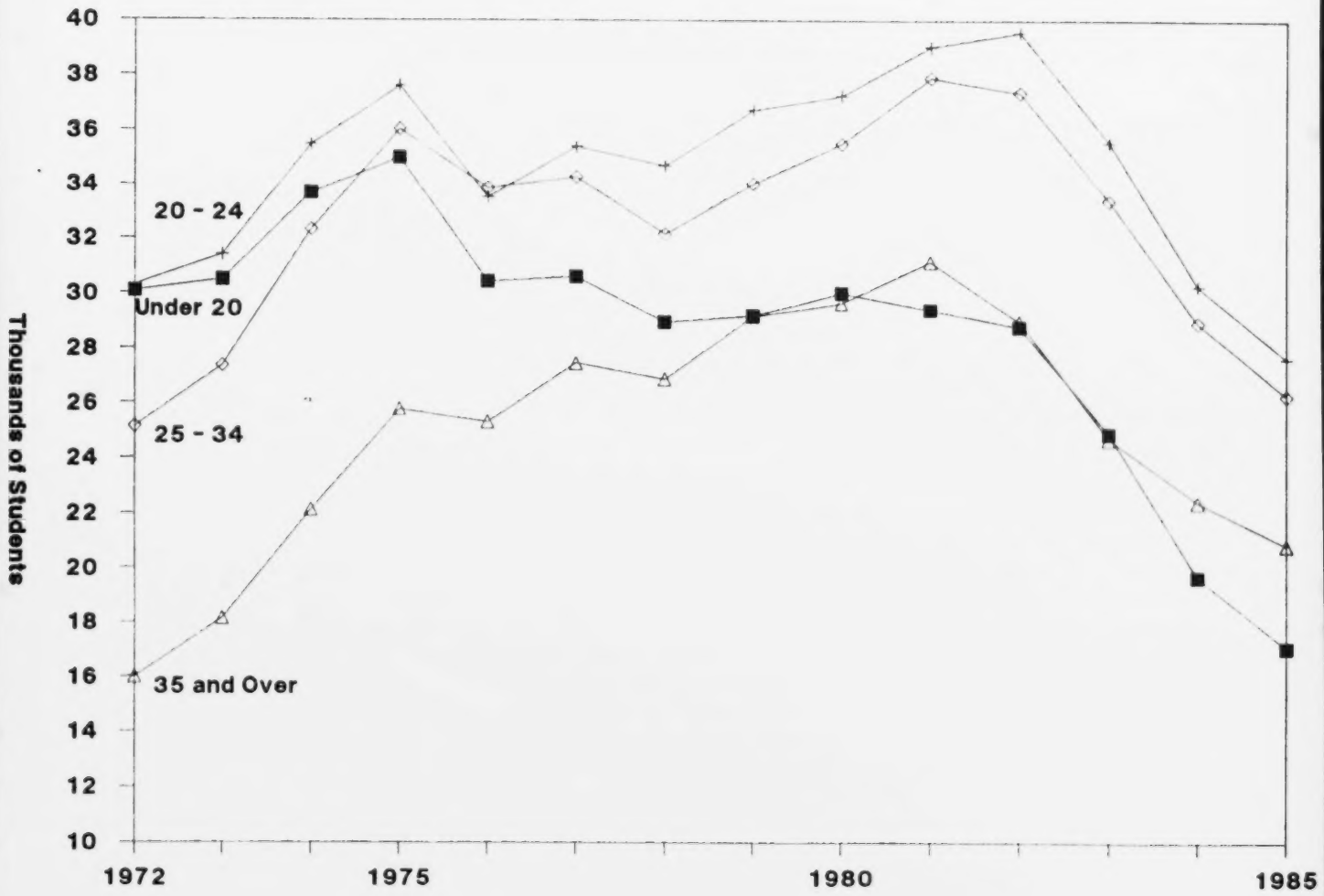
ENROLLMENT BY AGE AND COLLEGE, FALL 1972 - FALL 1985

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Under 20											
1972	24.7	28.1	38.2	----	42.4	17.9	16.2	32.5	35.7	29.6	30,084
1975	21.3	26.5	31.8	16.2	35.5	18.4	16.4	27.3	28.0	26.0	34,994
1980	17.1	23.4	27.7	13.1	30.8	22.1	18.4	22.4	19.6	22.7	30,023
1984	14.3	21.4	21.3	10.0	26.7	16.8	18.1	17.8	17.8	19.4	19,658
1985	13.7	20.3	21.1	10.0	26.2	14.6	15.8	17.8	16.1	18.6	17,080
20 - 24											
1972	32.6	34.4	28.4	----	28.7	26.3	24.5	30.8	28.8	29.8	30,300
1975	31.9	31.5	25.9	16.0	27.5	25.0	23.9	28.6	24.8	28.0	37,630
1980	30.9	32.3	25.7	18.8	29.3	27.5	26.7	27.7	23.6	28.1	37,266
1984	31.0	34.4	30.6	16.9	33.1	25.4	27.8	29.1	24.8	29.9	30,298
1985	31.7	34.8	28.6	17.6	33.5	26.2	28.0	29.6	24.3	30.1	27,617
25 - 34											
1972	28.3	22.4	18.9	----	16.8	36.1	34.6	22.7	22.6	24.8	25,137
1975	30.6	26.1	21.7	31.9	19.4	34.6	34.5	25.4	26.9	26.8	36,051
1980	33.1	26.9	21.1	28.5	19.6	28.0	32.4	26.3	27.9	26.8	35,535
1984	33.9	27.2	24.2	26.5	22.8	31.6	32.1	29.9	29.5	28.6	28,952
1985	34.2	26.8	25.3	26.6	23.1	30.4	32.7	29.3	29.6	28.6	26,256
35 and Over											
1972	14.4	15.1	14.5	----	12.1	19.7	24.6	14.0	12.9	15.8	15,995
1975	16.2	15.9	20.6	36.0	17.6	22.0	25.3	18.7	20.3	19.2	25,797
1980	18.9	17.3	25.5	39.6	20.4	22.3	22.5	23.7	28.9	22.4	29,651
1984	20.7	17.0	23.9	46.5	17.4	26.3	22.0	23.2	27.8	22.1	22,392
1985	20.5	18.1	24.9	45.8	17.1	28.7	23.4	23.3	30.1	22.7	20,826
Total Enrollment											
1972	19,622	14,094	9,213	----	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Enrollment Management , Division of Educational Research and Development, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1985.

Note: Figures for 1972 through 1975 are of questionable validity. Age distributions reported in the ENROLLMENT AND ATTENDANCE series are not completely consistent with those from the Student Data Tapes for later years. Some interpolation and estimation has been made.

FIGURE 5: ENROLLMENT BY AGE, FALL 1972 - FALL 1985



STUDENT ENROLLMENT CHARACTERISTICS

Table 7: Enrollment by Unit Load and College, Fall 1972 - Fall 1985

Figure 6: Enrollment by Unit Load, Fall 1972 - Fall 1985

Description

Table 7 indicates changes in the frequency and percentage of full- and part-time enrollment districtwide for fall semesters 1972, 1975, 1980, 1984 and 1985. Part-time students are those taking fewer than 12 units and full-time students are those enrolled in 12 or more units.

Figure 6 shows trends in changing proportions of students taking 1-5 units, 6-11 units and 12 units or more. Data on unit loads other than full- or part-time categories were not available prior to Fall 1976.

Discussion

Full-time enrollment as a percentage of total enrollment peaked at 36% in 1975. It fell to a low of 25% in 1981 and 1982 before slowly rising to 27% in 1985.

In 1985, colleges with higher-than-average full-time enrollments were City (32%), Harbor (30%), Trade-Tech (30%), Pierce (29%), and East (28%). Mission had the lowest percentage (15%) in 1985, although this figure represents a big increase of 7 percentage points over the previous year. All colleges except Trade-Tech have shown increasing full-time enrollment in recent years, following an earlier period of declining full-time enrollment.

The degree of full-time enrollment is influenced by two sets of opposing influences: long-term broad demographic and socio-economic changes in the District, and short-term college-induced factors. Long-run (dominant) influences, which tend to favor part-time rather than full-time enrollment, are the increasing participation of working, female and older students. Recently, short-term college-based factors have altered underlying trends and raised the level of full-time participation; colleges have intensified recruitment efforts among graduating high-school students, reduced college budgets have resulted in evening program cuts (part-timers tend to favor evening classes), and PACE enrollment (especially at Mission and Harbor) has contributed to the increase in full-time enrollment in the District.

The nature of programs and course offerings also influence part- and full-time enrollment. For example, at West, where full-time enrollment is 6 percentage points lower than the districtwide average, limited curricula and an incomplete campus deter matriculating full-time students. Trade-Tech, with 30% full-time in 1985, offers vocational courses with long "block" laboratory schedules requiring more intensive participation.

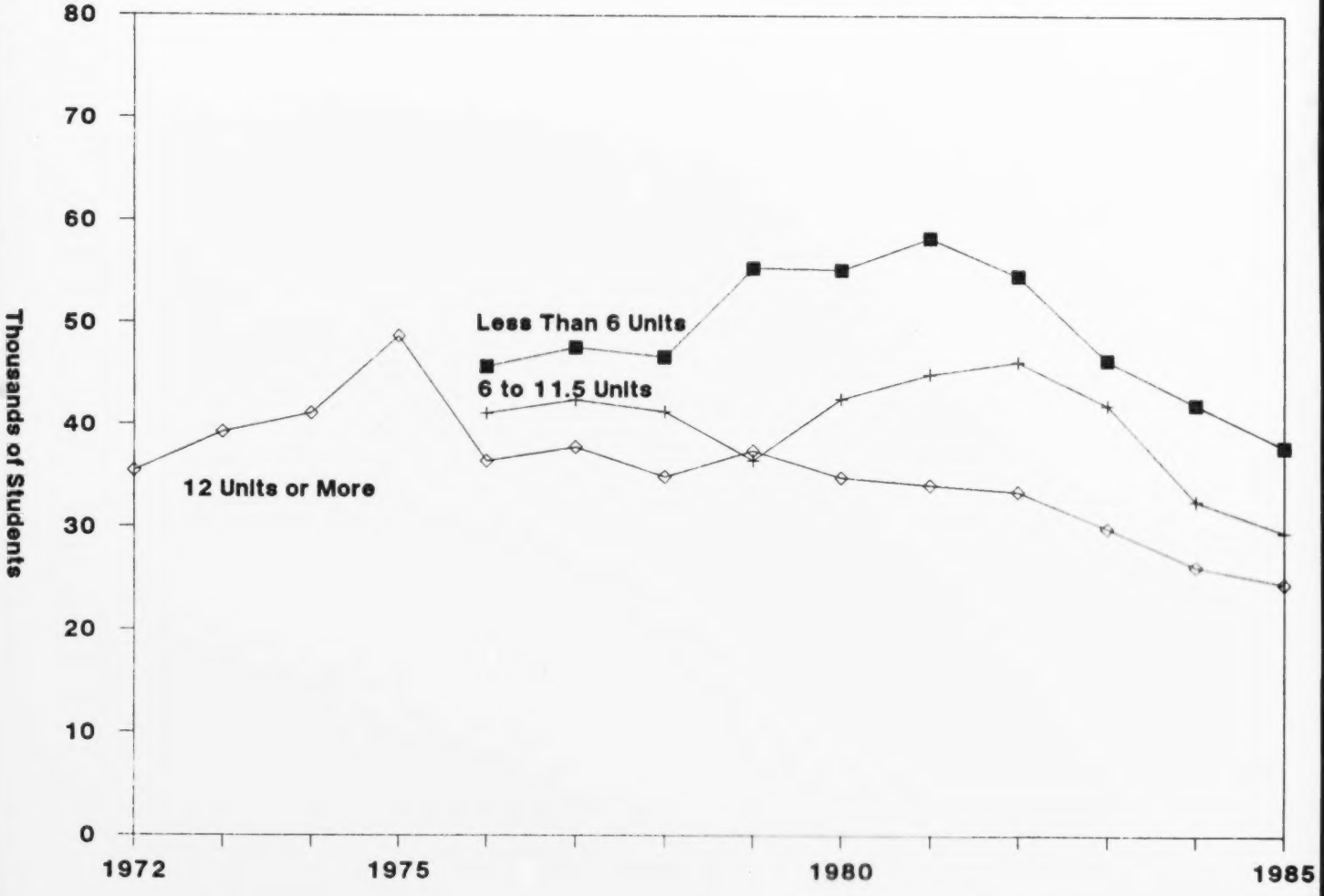
TABLE 7

ENROLLMENT BY UNIT LOAD AND COLLEGE, FALL 1972 - FALL 1985

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Part-Time (Less than 12 units)											
1972	67.5	68.2	59.7	----	61.3	70.3	60.5	69.1	65.5	65.1	66,083
1975	63.6	68.1	55.1	74.3	62.8	64.4	59.8	66.6	66.9	63.8	85,819
1980	69.2	74.2	73.0	91.0	71.4	72.8	69.8	76.9	81.2	73.7	97,666
1984	67.6	72.8	71.7	92.2	72.2	76.4	67.8	78.7	80.2	74.1	74,510
1985	67.6	72.4	69.7	85.1	71.4	78.3	70.3	78.9	79.4	73.3	67,276
Percent Full-Time (12 and more units)											
1972	32.5	31.8	40.3	----	38.7	29.7	39.5	30.9	34.5	34.9	35,432
1975	36.4	31.9	44.9	25.7	37.2	35.6	40.2	33.4	33.1	36.2	48,653
1980	30.8	25.8	27.0	9.0	28.6	27.2	30.2	23.1	18.8	26.3	34,809
1984	32.4	27.2	28.3	7.8	27.8	23.6	32.2	21.3	19.8	25.9	26,206
1985	32.4	27.6	30.3	14.9	28.6	21.7	29.7	21.1	20.6	26.7	24,503
Total Enrollment											
1972	19,622	14,094	9,213	----	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Enrollment Management , Division of Educational Research and Development, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1985.

FIGURE 6: ENROLLMENT BY UNIT LOAD, FALL 1972 - FALL 1985



STUDENT ENROLLMENT CHARACTERISTICS

Table 8: Enrollment by Class Level and College, Fall 1972 - Fall 1985

Figure 7: Enrollment by Class Level, Fall 1972 - Fall 1985

Description

Table 8 shows the percentages of students by class level (freshman, sophomore, those with 60 and more units but no degree and those with an associate (AA) or higher degree.) Freshmen are students with less than 30 units while sophomores are those with 30 to 59.5 units. Freshman and sophomore designations may therefore include the accumulation of units which may not be applicable to a degree or acceptable for transfer.

Figure 7 charts the changing proportions of these four class levels from Fall 1972 through Fall 1985.

Discussion

Proportions of students by level vary interdependently; for example, high entering but low continuing enrollment increases the percentage of freshmen over sophomores. These numbers are influenced in turn by external conditions, such as the number of high school graduates and the age distribution of the population; by programs such as PACE or block vocational curricula; by specific recruitment efforts and successful student retention. In colleges with PACE programs, the effects of recent recruitment are both higher freshmen enrollment and an older freshmen population. The rate of retention into the sophomore level depends on competition from other educational institutions, the quality of programs in each college and the job market.

The unit definitions for freshman, sophomore and more than 60 units but no degree belie the fact that many students earn units that are pre-college and not applicable to a degree; many students change majors or educational goals, and many elect to enroll in courses that supplement rather than satisfy transfer, program or degree requirements. Those students who are actually freshmen relative to their course of study may be defined as sophomores, and those who are actually sophomores may have more than 60 units but no degree.

Predominant District-level freshman enrollment fell from 75% in 1972 to 60% in 1985. Freshmen percentages in all the colleges had also declined 10 to 20 percentage points. Mission, Southwest, and Trade-Tech had higher than average freshmen percentages in 1985. At Mission, where the PACE program had helped to boost its freshmen

enrollment, freshmen were 66% of the student body, higher than in any other college. Southwest and Trade-Tech's higher freshmen enrollment percentages can be explained by the relatively lower percentages of those with an AA or higher degree. The districtwide proportion of sophomores in 1985 was only 1% above that in 1972; however, the combined proportions of sophomores and those with more than 60 units but no degree rose from 21% in 1972 to 30% in 1985.

The proportion of freshmen is nevertheless expected to remain a substantial majority, with increasing numbers of older students, like those in PACE, returning as freshmen and an expected increase in the number of high school graduates by the early 1990s. Recruitment efforts to expand the number of first-time entering students will also be necessary in order to sustain continuing and total enrollments.

TABLE 8

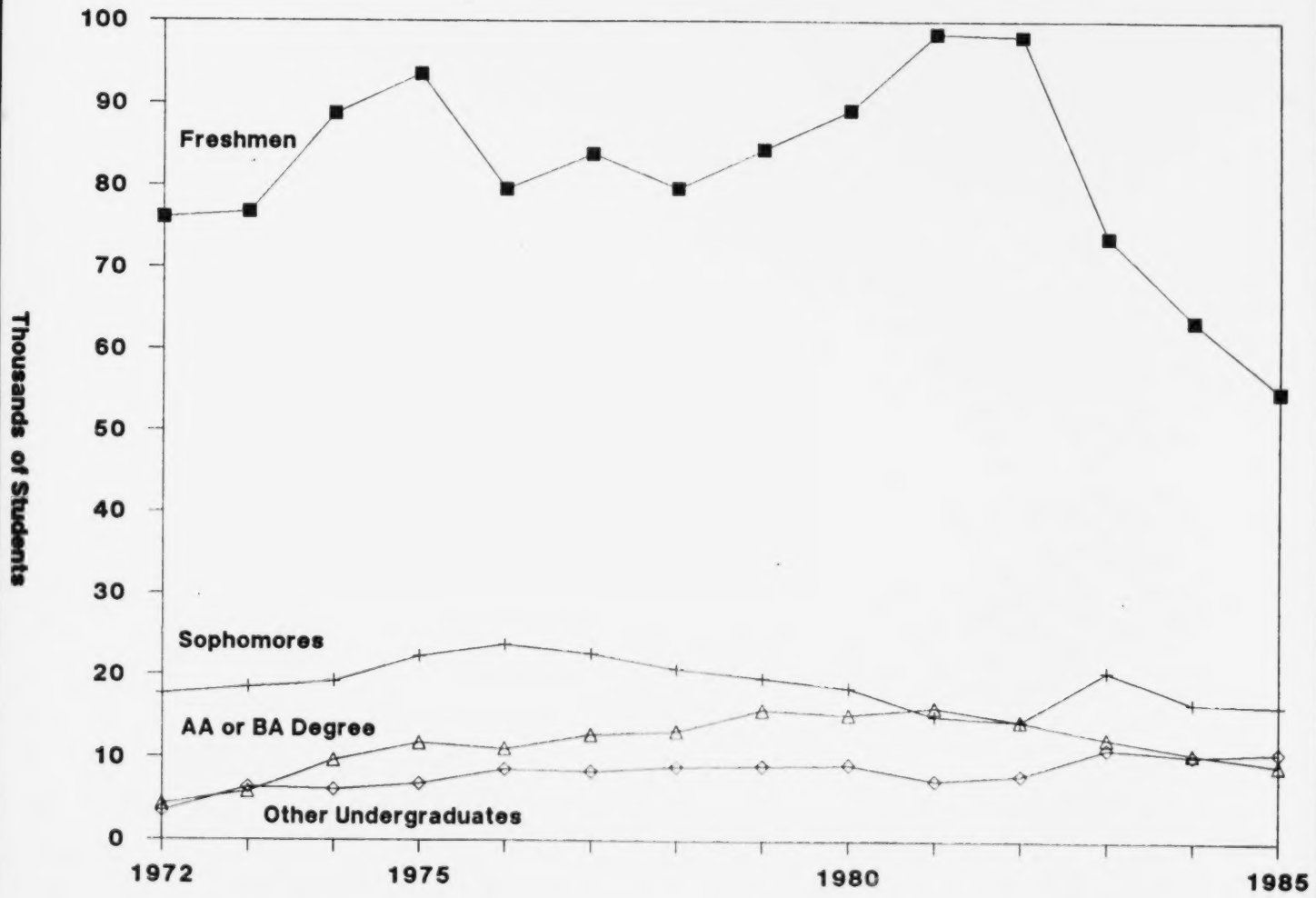
ENROLLMENT BY CLASS LEVEL AND COLLEGE, FALL 1972 - FALL 1985

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Freshmen (less than 30 units)											
1972	75.3	73.1	71.7	----	73.3	79.0	73.4	82.4	65.7	74.9	76,084
1975	69.4	66.9	66.0	85.4	65.6	76.4	84.5	63.8	68.8	69.6	93,541
1980	65.4	67.8	66.0	75.6	64.1	79.8	72.4	64.8	65.9	67.3	89,197
1984	62.6	61.5	62.3	67.3	61.0	68.0	68.1	59.8	61.5	62.6	63,449
1985	55.8	60.1	61.6	66.3	59.2	64.0	64.9	58.3	56.0	59.8	54,873
Percent Sophomores (30 to 59.5 units)											
1972	18.2	18.2	22.9	----	19.6	15.1	15.9	9.6	27.6	17.3	17,611
1975	15.8	17.6	21.2	6.1	19.2	16.8	6.7	20.8	16.6	16.5	22,238
1980	14.6	14.9	15.2	8.7	15.6	11.3	13.1	14.3	10.4	13.9	18,462
1984	15.9	18.8	17.0	12.2	17.7	17.0	15.5	16.6	13.2	16.5	16,699
1985	18.4	18.9	19.2	12.3	18.0	18.5	17.1	17.4	17.8	17.8	16,378
Percent Other Undergraduates (60 and more units but no degree)											
1972	3.5	4.1	2.6	----	2.4	3.5	5.3	2.9	2.5	3.4	3,480
1975	5.2	5.2	6.8	2.5	5.6	4.1	3.2	5.4	4.7	5.0	6,777
1980	8.6	5.1	5.9	4.0	8.0	4.2	8.2	7.5	5.4	7.0	9,219
1984	10.7	11.8	9.9	6.6	10.2	9.8	9.8	9.0	9.0	10.2	10,353
1985	14.1	13.4	11.2	6.7	11.8	11.9	11.1	10.1	11.5	11.7	10,739
Percent AA or Higher Degree											
1972	3.0	4.6	2.8	----	4.7	2.4	5.4	5.2	4.3	4.3	4,340
1975	9.6	10.3	8.4	6.1	9.6	2.8	5.6	10.0	9.9	8.7	11,745
1980	11.4	12.2	12.9	11.7	12.4	4.8	6.3	13.4	18.3	11.5	15,218
1984	10.8	8.0	10.8	14.0	11.2	5.2	6.6	14.6	16.3	10.5	10,606
1985	11.7	7.6	8.1	14.7	11.0	5.6	7.0	14.1	14.7	10.1	9,287
Total Enrollment											
1972	19,622	14,094	9,213	----	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Enrollment Management , Division of Educational Research and Development, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1985.

Note: Proportions for Harbor in 1975 are interpolations between 1974 and 1976 due to apparent data reporting errors.

FIGURE 7: ENROLLMENT BY CLASS LEVEL, FALL 1972 - FALL 1985



STUDENT ENROLLMENT CHARACTERISTICS

Table 9: Enrollment by Time of Day and College, Fall 1976 - Fall 1985

Figure 8: Enrollment by Day or Evening Status, Fall 1972 - Fall 1985

Description

Table 9 shows percentages of students by time of day (day only, both day and evening, and evening only) at each college and districtwide for selected years between 1976 and 1985.

Figure 8 charts the trends of these three attendance categories at the District level between 1972 and 1985. Data for day classes between 1972 and 1975 include the day-only and both day and evening categories.

Discussion

The proportions among students attending classes by time of day have remained relatively constant between 1976 and 1985, with 46% of total enrollment in day-only classes, 15% in both day and evening and 40% in evening-only classes in 1985. At the college level, however, there was considerable variation in terms of percentage distribution, particularly among the day-only and evening-only categories and changes in these percentages over time.

The percentage shares of day only students was lowest at Mission (31% in 1985), where the PACE program is evening-oriented, and highest at Trade-Tech (51%), Pierce and City (50% each). They declined in all colleges between 1976 and 1985 except at East, Pierce and Trade-Tech. The colleges with the highest proportions of day-only students are also those with higher than average full-time enrollments.

In 1985, percentage evening enrollment was lowest at East and Pierce (32% and 34%) and highest at Mission, West and Southwest (55%, 49% and 48%). Evening enrollment percentages rose at Harbor, Mission, Southwest, Valley and West between 1976 and 1985 and fell at other colleges. PACE and other programs that attract those who are primarily working, older and/or female explain the higher evening-only enrollment percentages at Harbor, Mission, Southwest and West.

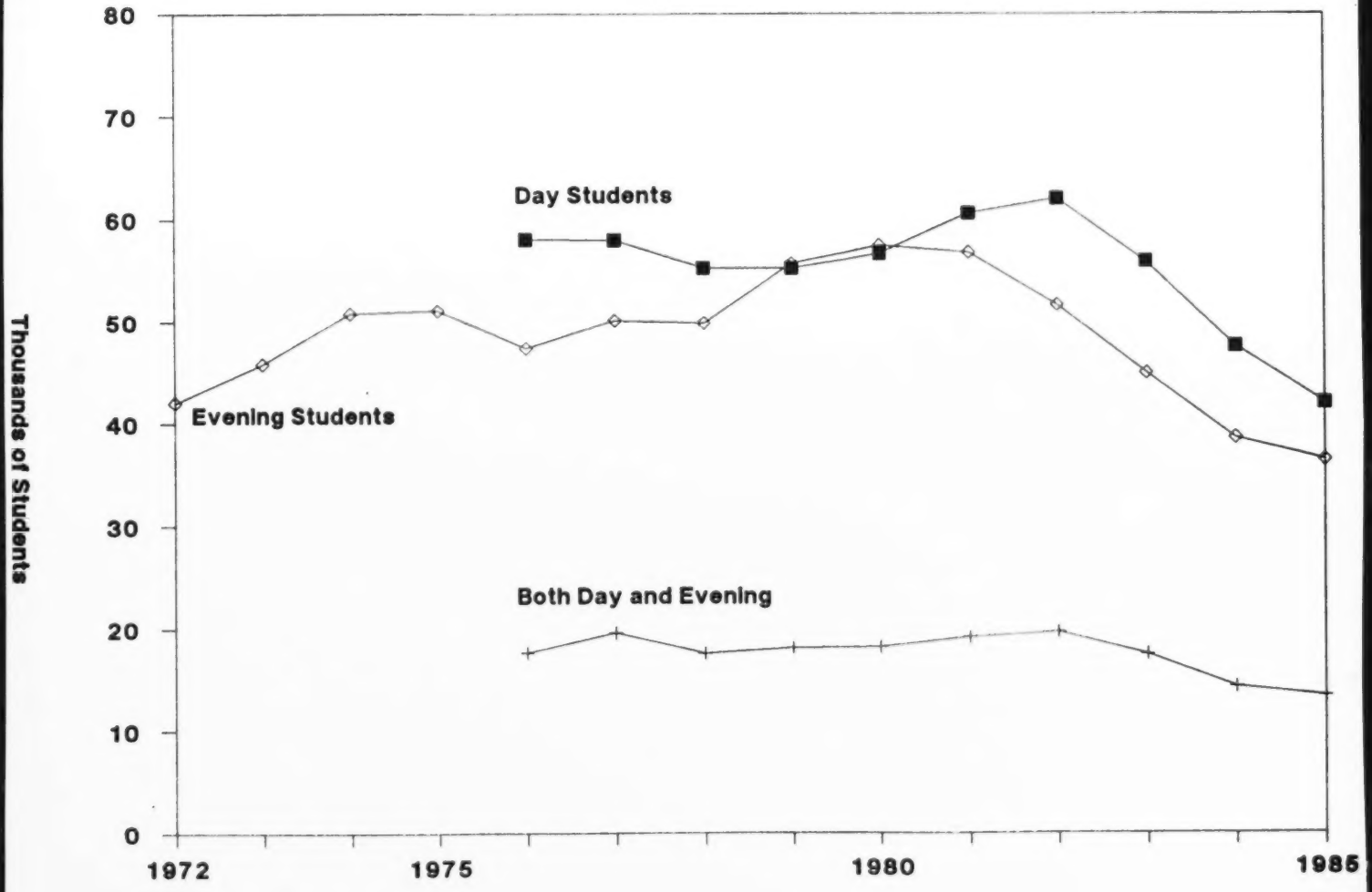
TABLE 9

ENROLLMENT BY TIME OF DAY AND COLLEGE, FALL 1976 - FALL 1985

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Day Only											
1976	52.8	46.7	46.0	38.7	46.8	49.6	47.6	44.2	45.1	47.2	58,125
1980	48.4	37.8	44.4	32.9	44.5	43.9	45.8	39.4	39.7	42.8	56,722
1984	50.6	49.5	44.9	34.0	50.0	43.1	54.6	39.6	42.1	46.9	47,548
1985	50.0	49.4	41.0	30.6	50.0	42.3	51.1	39.6	38.6	45.7	41,947
Percent Both Day & Evening											
1976	12.7	17.4	17.9	16.3	17.0	14.7	6.0	15.1	13.7	14.3	17,635
1980	13.0	16.4	16.9	15.8	15.7	11.5	8.0	14.7	11.5	13.8	18,242
1984	14.3	17.6	17.6	14.5	16.8	10.8	8.1	13.5	11.5	14.2	14,367
1985	16.7	18.8	16.1	14.5	16.4	9.7	8.7	13.7	12.8	14.7	13,477
Percent Evening Only											
1976	34.5	35.9	36.1	45.0	36.2	35.7	46.4	40.7	41.3	38.5	47,394
1980	38.5	45.8	38.7	51.3	39.8	44.6	46.2	45.9	48.8	43.4	57,511
1984	35.0	32.9	37.5	51.5	33.3	46.1	37.4	46.9	46.4	38.0	38,513
1985	33.3	31.8	42.9	54.9	33.6	48.0	40.1	46.7	48.6	39.6	36,355
Total Enrollment											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Enrollment Management , Division of Educational Research and Development, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1985.

FIGURE 8: ENROLLMENT BY DAY OR EVENING STATUS, FALL 1972 - FALL 1985



STUDENT ENROLLMENT CHARACTERISTICS

Table 10: Enrollment by Entering Status and College, Fall 1972 - Fall 1985

Figure 9: Enrollment by Entering Status, Fall 1972 - Fall 1985

Description

Table 10 presents the percentage of students enrolled by their entering status categories for selected fall semesters between 1972 and 1985. Entering status designations are first-time, new transfer, returning and continuing students.

First-time students are those who are beginning college at one of the District's schools and new transfers are those transferring from another community college or other institution of higher education. Continuing students are those who were enrolled in the spring or summer term immediately prior to a given fall semester, and returning students are those who are returning to a college after some hiatus.

Figure 9 charts trends in enrollment by the four entering status categories between 1972 and 1985.

Discussion

Since 1972, there has been a clear trend towards a lower percentage of first-time students, from 25% in 1972 down to 19% in 1985. New transfer students increased from 9% in 1972 to 13% in 1985, while returning students increased from 8% to 12% in the same period. Continuing students, who formed the majority, fell from 58% in 1972 to 54% in 1985.

The individual colleges have entering status patterns that differ from that of the District. The percentage of first-time students ranged from 11% at West to 25% at Trade-Tech in 1985; new transfer students ranged from 10% at East to 19% at Mission; returning students were 5% at Trade-Tech and 18% at Harbor, while continuing students (the majority group in all colleges except at Mission) ranged from 45% at Mission to 68% at West.

The long-term decline in first-time students compared to the other three categories (as with the related decline in freshmen enrollment discussed in Table 8) is a symptom of the declining pool of available high school graduates who are mostly likely to be potential freshmen and first-time entrants. Older students in the population have increased enrollments in the remaining entering status categories.

Among these three categories, their relative distribution depends on individual college offerings, service area characteristics, and competition from other educational institutions.

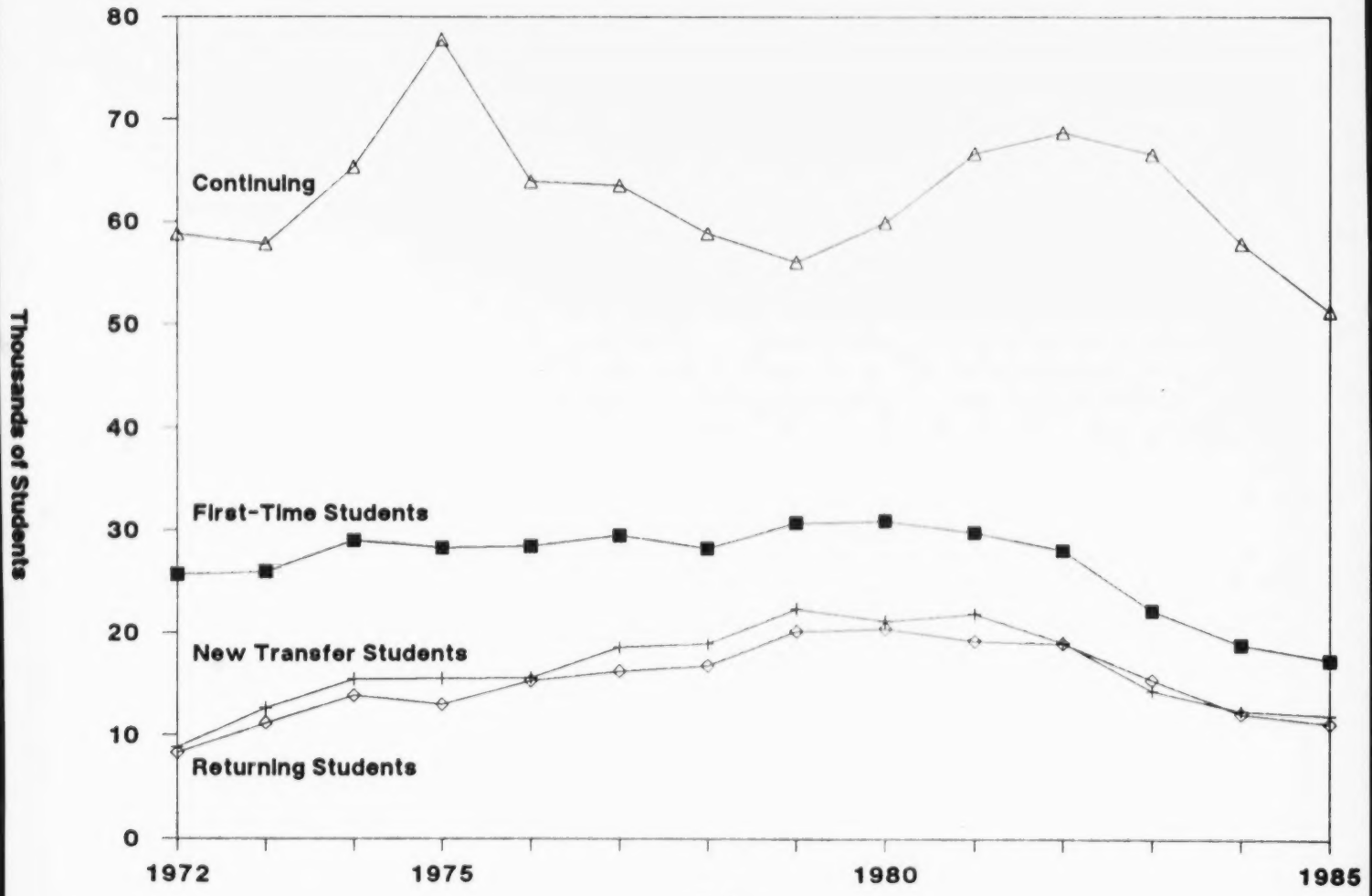
TABLE 10

ENROLLMENT BY ENTERING STATUS AND COLLEGE, FALL 1972 - FALL 1985

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent First-Time											
1972	33.7	17.8	27.4	----	27.7	17.6	25.5	19.6	26.1	25.3	25,637
1975	18.2	8.1	22.3	38.9	24.9	24.4	26.0	22.3	24.2	21.0	28,233
1980	21.2	21.8	23.2	27.4	23.9	27.4	29.4	21.4	19.9	23.3	30,924
1984	16.0	19.7	15.1	17.7	19.6	21.3	23.6	17.1	16.9	18.6	18,811
1985	16.5	20.4	17.9	21.7	19.4	18.8	25.2	17.6	10.7	18.9	17,317
Percent New Transfer											
1972	3.5	4.9	9.5	----	8.8	12.3	12.3	8.9	22.3	8.7	8,785
1975	11.4	3.5	9.1	35.1	11.7	13.1	11.1	13.2	22.3	11.5	15,482
1980	16.8	10.6	14.7	22.5	14.0	18.1	16.3	13.8	27.7	15.9	21,120
1984	10.8	9.6	10.1	14.9	11.6	14.2	11.7	13.7	19.4	12.3	12,426
1985	12.1	10.0	12.2	18.8	11.2	14.4	16.1	14.2	14.0	13.0	11,957
Percent Returning											
1972	3.0	9.9	11.6	----	9.2	5.4	8.8	10.6	6.0	8.2	8,300
1975	8.7	7.0	10.3	0.0	10.6	9.6	8.2	13.5	8.6	9.6	12,957
1980	12.1	27.2	23.3	13.3	13.5	10.1	6.6	16.9	13.5	15.4	20,416
1984	9.6	14.9	15.0	15.1	12.9	11.1	3.6	15.5	10.9	11.9	12,118
1985	10.7	12.4	17.5	14.9	13.4	10.1	4.8	16.7	7.4	12.2	11,187
Percent Continuing											
1972	59.8	67.4	51.5	----	54.3	64.6	53.4	60.9	45.6	57.9	58,793
1975	61.7	81.4	58.3	26.1	52.8	53.0	54.7	51.0	44.9	57.9	77,800
1980	50.0	40.5	38.8	36.8	48.6	44.3	47.6	47.8	39.0	45.3	60,015
1984	63.6	55.9	59.8	52.2	55.9	53.4	61.1	53.7	52.8	57.2	57,945
1985	60.8	57.2	52.3	44.6	56.0	56.7	53.9	51.5	68.0	55.9	51,317
Total Enrollment											
1972	19,622	14,094	9,213	----	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Enrollment Management , Division of Educational Research and Development, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1985.

FIGURE 9: ENROLLMENT BY ENTERING STATUS, FALL 1972 - FALL 1985



STUDENT ENROLLMENT CHARACTERISTICS

Table 11: Enrollment by Educational Goal and College, Fall 1983 - Fall 1985

Description

Table 11 shows the percentage distribution of student educational goals at all nine colleges for fall semesters 1983 through 1985. Educational goals are divided into transfer, general education associate degree, vocational associate degree, vocational certificate and job skills. The transfer goal category is aggregated from two levels of transfer interest.

These data, which are only available since 1983, are collected by asking students at registration what their most important goal is among a list of alternatives. Each student must decide which objective is most important or accurate, even though he or she may be pursuing more than one goal. The percentages of non-responses are recorded because of their large numbers in the student pool. Included in the percentage of non-responses are "undecided" and "other" goals. This "unknown" response category is shown in percentages for each college and the District at the bottom of the table.

The high rate of non-response, combined with the paucity of historical data on educational goals, means that caution should be exercised in the interpretation of these statistics.

Discussion

The three-year data series on districtwide educational goals shows a four percentage point rise in transfer goals (47% to 51%), a four-point fall in the pursuit of job skills (21% to 17%) and relatively constant proportions for the remaining goal categories. The colleges generally show similar changes over the three years in transfer and job skill goals as those of the District, but they differ from each other and from the District in the actual proportions of these two goals.

Percentages of transfer goals ranged from a low of 17% at Trade-Tech to a high of 61% at Valley in 1985, while percentages of job skill-related goals ranged from 12% each at Harbor and Pierce to 42% at Trade-Tech. The majority of students at each college, except at Mission, Trade-Tech and Southwest, indicated transfer as their educational goal. At Mission, the 15% in the general education associate degree category was the highest among the colleges, a result of the PACE program. Trade-Tech had the highest combined percentage of vocational-related goals.

About one-third of districtwide students did not state an educational goal. In Fall 1985, Valley had the highest percentage of non-responses (55%), followed by Southwest and Mission (41% each), while Trade-Tech had the lowest rate of non-response (19%). These proportions have fluctuated by college over the three-year period, suggesting inconsistent data collection methods over time.

Other sources of information on student goals include biennial student surveys and ASSET orientation questionnaires. These sources vary somewhat in their response pools and the wording of the questions. Further study is planned to better refine and authenticate these data; and efforts are underway to standardize joint procedures for collecting data during registration.

TABLE 11

ENROLLMENT BY EDUCATIONAL GOAL AND COLLEGE, FALL 1983 - FALL 1985

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Transfer											
1983	53.5	50.2	53.4	35.8	58.3	44.6	16.4	51.8	45.5	47.3	56,096
1984	55.1	53.3	55.9	36.5	61.9	47.3	17.5	56.5	48.0	50.3	51,002
1985	55.7	53.2	58.7	39.8	59.7	44.5	17.1	60.6	51.3	51.0	46,766
Percent General Education Associate Degree											
1983	8.6	12.3	12.0	11.6	10.8	16.0	11.0	11.8	9.2	11.2	13,238
1984	9.1	10.3	11.3	13.0	9.3	14.8	10.3	10.3	8.9	10.2	10,338
1985	10.8	10.1	10.7	15.0	8.4	16.5	9.2	9.6	8.8	10.0	9,207
Percent Vocational Associate Degree											
1983	10.7	8.9	13.9	6.8	10.8	11.5	16.3	8.6	10.2	10.8	12,750
1984	12.5	12.5	14.7	8.6	10.6	12.7	20.9	9.0	10.0	12.1	12,307
1985	10.6	12.1	13.1	6.7	13.7	13.7	18.7	9.0	9.4	12.0	11,004
Percent Vocational Certificate											
1983	6.9	9.9	6.9	16.6	4.2	10.1	14.5	8.0	12.7	8.3	9,894
1984	7.8	9.0	6.1	16.3	4.0	10.4	17.0	8.3	13.1	8.6	8,665
1985	7.9	9.4	5.0	16.4	5.9	8.1	13.5	7.8	12.4	8.2	7,523
Percent Job Skills											
1983	20.4	18.7	13.7	29.1	15.7	17.8	41.7	19.8	22.4	20.7	24,533
1984	15.5	14.9	12.0	25.6	14.2	14.7	34.3	15.9	19.9	17.1	17,294
1985	15.0	15.2	12.4	22.1	12.3	17.2	41.5	13.0	18.1	17.1	15,733
Total Enrollment											
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	100.0	118,538
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
Unknown as Percent of Total											
1983	48.7	24.2	29.0	40.7	23.4	44.4	18.8	37.4	22.8	31.2	
1984	36.3	31.6	31.6	42.7	22.3	32.5	18.6	40.5	27.1	30.6	
1985	29.9	29.1	35.1	41.4	21.2	41.4	19.0	54.8	31.3	32.5	

Source: Student Data Tape 551, Data Processing Branch, Business Services Division, 1983 through 1985.

STUDENT ENROLLMENT CHARACTERISTICS

Table 12.1: Student Enrollment Characteristics by College, Fall 1985

Table 12.2: Student Enrollment Characteristics by College, Spring 1986

Description

Tables 12.1 and 12.2 summarize and compare variations in selected enrollment characteristics (age, ethnicity, sex, class level, entering status, unit load and time of day) by college in Fall 1985 and Spring 1986.

Discussion

Districtwide enrollment fell from 91,779 in Fall 1985 to 85,146 in Spring 1986. Spring enrollments were lower than Fall enrollments in all colleges except Mission.

Summarizing Fall 1985 student enrollment characteristics shown on Table 12.1, the student body had a majority of females (54%), freshmen (60%), continuing (56%) and part-time (73%) students. Almost half the students in the District were under 25, 40% were white, 24% black, 18% Hispanic and 15% Asian. The diversity in age and ethnic distributions observed at the District level were further accentuated at the college level, with some colleges carrying majorities or strong concentrations of particular student groups. For example, at Pierce, 60% were under 25; at East, 62% were Hispanic, and at Southwest, 94% of students were black.

Some characteristics show meaningful interrelationships when displayed together among the colleges. High part-time enrollment, for example, is associated with above-average proportions of older, female and evening students. This pattern is most evident at the smaller colleges, Mission, Southwest and West. While the reverse is generally the case at the larger colleges, the effects of demography or of programming are also evident. For example, City has high day enrollment in spite of somewhat older than average students; this variation reflects not only the demographics of the service area, but a concentration of day programs unique to City, particularly in allied health areas. In the much higher than average proportion of male students at Trade-Tech, with high day enrollment, one can recognize the dominance of male-oriented occupational programs offered during the day.

Comparing fall and spring semester enrollment characteristics displayed on the two tables, only enrollment by entering status (first-time, transfer, returning and continuing) showed significant inter-semester

differences; continuing enrollments at all colleges were higher in the Spring semester than in the Fall, with the districtwide percentage at 67% for Spring and 56% for the Fall semester. The districtwide share of first-time students fell from 19% in the Fall to 11% in the Spring semester.

TABLE 12.1
STUDENT ENROLLMENT CHARACTERISTICS BY COLLEGE, FALL 1985
(Percentages)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Age											
Under 25	45	55	50	28	60	41	44	47	40	49	44,696
25 - 34	34	27	25	27	23	30	33	29	30	29	26,249
Over 34	21	18	25	46	17	29	23	23	30	23	20,834
Ethnicity											
Asian	27	20	14	5	11	1	16	10	8	15	13,308
Black	21	4	14	9	3	94	36	6	50	18	16,704
Hispanic	27	63	19	35	9	3	32	15	8	24	22,027
White	20	10	49	48	74	1	14	65	31	40	36,344
Sex											
Female	51	57	58	70	50	73	38	56	64	54	49,285
Male	49	43	42	30	50	28	62	44	36	46	42,494
Class Level											
Freshman	56	60	61	66	59	64	65	58	56	60	54,884
Sophomore	18	19	19	12	18	19	17	17	18	18	16,337
Other	26	21	20	21	23	18	18	24	26	22	20,558
Entering Status											
1st-Time	17	20	18	22	19	19	25	18	11	19	17,346
Transfer	12	10	12	19	11	14	16	14	14	13	11,931
Returning	11	12	18	15	13	10	5	17	7	12	11,197
Continuing	61	57	52	45	56	57	54	52	68	56	51,304
Unit Load											
Part-Time	68	72	70	85	71	78	70	79	79	73	67,274
Full-Time	32	28	30	15	29	22	30	21	21	27	24,505
Time of Day											
Day	50	49	41	31	50	42	51	40	39	46	41,943
Day/Eve	17	19	16	15	16	10	9	14	13	15	13,492
Evening	33	32	43	55	34	48	40	47	49	40	36,344
Enrollment	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100	91,779

Source: Student Data Tape 551, Data Processing Branch, Business Services Division, 1985.

Note: Enrollment percentages from "Other" ethnic groups are not shown here.

TABLE 12.2
STUDENT ENROLLMENT CHARACTERISTICS BY COLLEGE, SPRING 1986
(Percentages)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Age											
Under 25	46	55	50	28	59	40	46	48	42	49	41,636
25 - 34	34	27	25	28	23	33	32	29	30	29	24,352
Over 34	21	18	25	44	18	28	22	23	29	23	19,158
Ethnicity											
Asian	28	21	15	5	11	1	16	11	9	15	12,772
Black	20	5	13	8	3	94	35	6	47	17	14,815
Hispanic	27	62	19	36	8	3	33	15	8	24	20,435
White	21	10	50	48	74	1	14	64	32	40	33,973
Sex											
Female	50	56	57	67	50	71	39	55	62	53	45,230
Male	51	44	43	33	50	29	62	45	38	47	39,916
Class Level											
Freshman	56	61	63	66	59	65	67	59	61	61	51,684
Sophomore	18	18	19	12	18	17	15	17	17	17	14,645
Other	26	21	19	22	23	18	18	24	23	22	18,817
Entering Status											
1st-Time	11	11	10	16	8	14	15	10	6	11	9,196
Transfer	11	8	9	18	10	12	11	13	13	11	9,196
Returning	10	14	16	12	12	13	4	13	7	11	9,621
Continuing	68	67	65	54	70	62	71	64	75	67	57,133
Unit Load											
Part-Time	69	73	78	84	73	79	69	79	81	75	63,519
Full-Time	31	27	22	16	27	21	31	21	20	25	21,627
Time of Day											
Day	50	48	41	32	50	41	53	37	41	45	38,486
Day/Eve	18	19	16	18	16	11	9	15	13	15	12,942
Evening	33	33	43	51	34	48	39	48	47	40	33,718
Enrollment	13,157	10,721	7,172	3,586	16,248	3,030	10,148	15,400	5,684	100	85,146

Source: Student Data Tape 551, Data Processing Branch, Business Services Division, 1985.

Note: Enrollment percentages from "Other" ethnic groups are not shown here.

INSTRUCTIONAL PROGRAMS

Table 13: Change in Weekly Student Contact Hours (WSCH) by Selected Activity Codes, Fall 1981 - Fall 1985

Figure 10: Change in WSCH by Subject Area, Fall 1981 - Fall 1985

Description

Table 13 presents WSCH for the 26 largest activity code curricular groups for fall semesters 1981 through 1985. Activity codes combine related disciplines which usually have common credentialing requirements and/or accounting codes. Total WSCH for the remaining, smaller disciplines are also given in the table. Two sets of percentage changes in WSCH are computed: the annual change from Fall 1984 to Fall 1985, and the five-year change from the peak enrollment in Fall 1985 to Fall 1985.

Figure 10 illustrates WSCH trends and variations for the 10 largest major code discipline groups, which are combinations of related activity groups, for fall semesters 1981, 1984 and 1985.

Discussion

The WSCH distribution among activity groups varies widely from highs of more than 100,000 to lows of less than 5,000. The table displays those groups with more than 10,000 WSCH in Fall 1985. Five of these activity groups generated more than a third of total WSCH (35%) in that semester, with mathematics the top WSCH producer (9% of the total), followed by business (8%), English (8%), physical education and health (7%) and computer science (4%). This rank order represents some change from Fall 1981, when business led, followed by physical education/health, math, English and psychology.

In terms of change in total WSCH over time, the pattern follows that of unduplicated enrollment, with a slight decline in Fall 1982, succeeded by increasing declines in Fall 1983 and Fall 1984, and a slowing descent in Fall 1985. The overall five-year decrease was 31%, with the most recent annual change from Fall 1984 to Fall 1985 a 9% decline.

Of the top WSCH producers, physical education/health fell by 44% over the five-year period, business by 39% and psychology by 43%. English and math declined moderately, by 7% and 11%, respectively. Among other activity groups generating more than 10,000 WSCH, art, music, public services and sociology fell more than 40% between 1981 and 1985. English was the only activity that showed a positive percentage change (3%) over the five-year period.

Between 1984 and 1985, English WSCH gained 14%, the highest growth rate among the discipline groups shown in the table. If trends continue, English will overtake business in WSCH, ranking second place under math.

The histogram in Figure 10 graphically illustrates declines in WSCH by major discipline groupings. The sharp declines in business, physical education/health and social science noted above contrast vividly with the more stable enrollment in the English and math groups. The clustering of related, smaller disciplines into the larger industrial technology and fine/applied arts categories also dramatizes the extent of their overall decline since Fall 1981.

TABLE 13

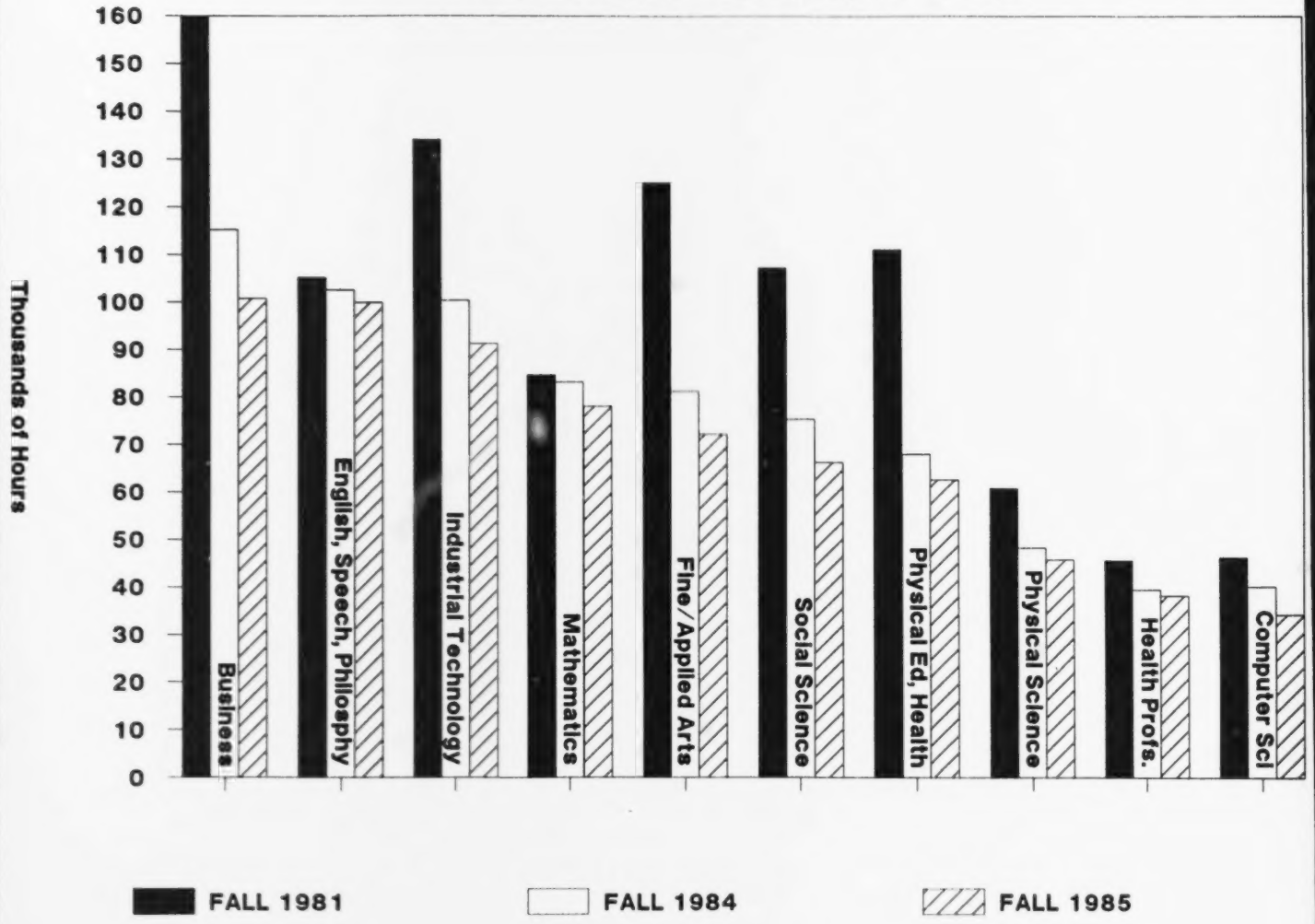
CHANGE IN WEEKLY STUDENT CONTACT HOURS (WSCH) BY SELECTED ACTIVITY CODES, FALL 1981 - FALL 1985

Activity Code	Fall 1981	Fall 1982	Fall 1983	Fall 1984	Fall 1985	Percent Change 1984-Peak-1985
Mathematics	84,764	87,736	86,825	83,250	78,154	-6.1 -10.9
Business	116,103	104,748	91,493	78,630	70,595	-10.2 -16.0
English	69,497	72,271	71,824	69,144	66,893	-3.3 -7.4
Physical Ed, Health	111,132	105,254	84,485	67,973	62,610	-7.9 -28.1
Computer Sciences	46,311	53,460	47,823	40,169	34,250	-14.7 -37.5
Biological Science	46,585	47,339	41,887	36,534	31,108	-14.9 -28.8
Office Administration	43,607	48,790	43,386	36,510	30,132	-17.5 -29.3
Nursing	36,412	34,396	31,012	29,475	29,375	-0.3 -19.3
Foreign Language	45,115	44,374	40,861	32,597	28,409	-12.8 -37.0
Psychology	48,869	47,831	41,893	31,065	27,761	-10.6 -43.2
Art	44,928	41,603	33,225	28,533	25,042	-12.2 -44.3
Electronics	34,468	34,758	32,664	28,509	24,460	-14.2 -28.9
Chemistry	28,629	28,984	25,651	23,483	20,491	-12.7 -29.3
History & Social Science	32,766	33,544	29,661	23,179	20,481	-11.6 -38.9
Speech	24,695	25,569	23,622	21,887	19,968	-8.8 -21.9
Music	38,541	37,285	29,334	23,054	19,436	-15.7 -49.6
Consumer Studies	21,808	20,942	19,114	17,210	16,295	-5.3 -25.3
Automotive	20,891	19,957	17,510	16,070	14,577	-9.3 -45.1
Physical Science	19,695	19,435	15,886	12,468	14,028	12.5 -28.8
Theater Arts, Cinema	21,715	19,533	17,407	14,455	13,799	-4.5 -36.5
Philosophy	10,971	12,777	12,144	11,515	13,161	14.3 3.0
Construction Trades	17,104	15,957	14,023	12,481	12,655	1.4 -18.3
Political Science	18,376	18,282	16,377	13,192	11,877	-10.0 -35.4
Child Development	14,662	16,170	14,368	12,780	11,630	-9.0 -28.1
Physics	12,455	13,556	13,421	12,431	11,392	-8.4 -16.0
Public Services	18,574	17,498	15,357	11,459	10,455	-8.8 -43.7
Development Studies	16,613	16,007	14,454	11,298	10,139	-10.3 -39.0
Subtotal	1,045,286	1,038,056	925,707	799,351	729,173	-8.8 -30.2
Total of Remaining Disciplines	228,526	225,671	198,326	167,119	149,879	-10.3 -34.4
District Total	1,273,812	1,263,727	1,124,033	966,470	879,052	-9.0 -31.0

Source: Office of Research, Planning and Analysis, Division of Educational Research and Development.

FIGURE 10: CHANGE IN WSCH BY SUBJECT AREA, FALL 1981 - FALL 1985

(10 Largest Major Code Discipline Groups)



INSTRUCTIONAL PROGRAMS

Table 14.1: Staffing Patterns by Selected Activity Codes, Fall 1981 - Fall 1985

Table 14.2: Productivity by Selected Activity Codes, Fall 1981 - Fall 1985

Figure 11: Enrollment per Weekly Faculty Contact Hour, Fall 1981 - Fall 1985

Description

Tables 14.1 and 14.2 show staffing patterns and productivity by the activity groups discussed in Table 13. Table 14.1 expresses faculty positions in terms of full-time equivalents (FTEs) actively teaching in the activity groups, with the percentage of regular FTE also shown. Table 14.2 looks at productivity measured by enrollment per weekly faculty contact hour and its percentage change over the five-year period. This measure approximates the average class size in the discipline group.

Figure 11 presents a histogram of enrollment per weekly faculty contact hour for major codes, a larger aggregation of related disciplines than the activity codes shown in Tables 14.1 and 14.2. Three years are displayed: Fall 1981, Fall 1984 and Fall 1985.

Discussion

In 1985, the District employed just over 2,000 FTE faculty, 22% fewer than in 1981. This percentage reduction in faculty was lower than WSCH reduction during the same period (31%). All the activities, except math and philosophy, hired fewer FTEs in 1985 than in 1981. In 1985, five activity areas with the largest faculties accounted for 34% of total FTE; they were English (8% of total FTE), business and math (7% each), and physical ed/health and nursing (6% each). Over the five-year period, FTE rankings shifted in favor of English and math (they climbed from 3rd and 5th to 1st and 3rd places respectively), while business, physical ed/health and nursing fell from 1st, 2nd, and 4th to 2nd, 4th, and 5th places respectively.

In a period of declining WSCH and budget reductions, attrition tends to be higher among part-time or hourly-rate faculty. Regular FTE fell 17% while hourly FTE dropped 31% over the five-year period. In the District, the percent regular FTE rose from 66% to 70%, and this increase in regular FTE was seen in almost all the activity areas on Table 14.1. Notable exceptions were English, math and philosophy, in which the percentage of regular FTE fell 10%, 7%, and 14%, respectively. These three areas had become more important in their

WSCH rankings and had expanded their hourly FTE to accommodate new enrollment demands. Two activities that continued to depend very heavily on part-time FTE for staffing were business and public services (in 1985, less than 50% were part-time); although their percentage of hourly FTE had decreased over the last five years.

Productivity changes are measured by enrollment per weekly faculty contact hour, or average class size. From Fall 1981 to Fall 1985, class size fell 17% to about 26.4 districtwide. The three most important activity areas - English, math and business - had higher than average productivity (English: 31.9; math: 34.4; business: 29.8). Productivity losses reflect the greater decline in enrollment than faculty staffing.

Class size averages for major code discipline groups shown in Figure 11 illustrate variations in productivity among these large instructional categories and in their productivity gains or losses over time. Variations are largely the result of differences in classroom capacity and teaching methods, with disciplines which require laboratory or clinical settings lower in class size than disciplines which rely on the lecture mode. Other factors are enrollment demand, recruitment efforts, staffing and equipment. In most discipline groups, class size gains or losses were within a range of 5 students. An exception is computer science, with the very large Fall 1981 class size of 43 dropping to 31 in Fall 1985. It is probable that both available equipment and course offerings were inadequate to meet enrollment demand in 1981, while by 1985 demand resources were aligned. Also of interest in the chart are increased class sizes from Fall 1984 to Fall 1985 in physical education/health and fine/applied arts, which both declined in overall WSCH. This indicates a successful effort to staff and schedule classes to accommodate changes in demand.

TABLE 14.1

STAFFING PATTERNS BY SELECTED ACTIVITY CODES, FALL 1981 - FALL 1985

Activity Code	Faculty (Full-time Equivalents)					% Regular Faculty	
	1981	1982	1983	1984	1985	1981	1985
Mathematics	149.7	145.3	146.3	157.5	151.3	66.8	60.0
Business	213.2	176.8	168.0	177.8	156.5	38.8	45.8
English	182.9	178.2	174.3	179.9	174.7	69.7	60.0
Physical Ed, Health	189.5	157.2	146.1	147.5	126.1	78.5	94.1
Computer Sciences	70.4	84.1	82.4	81.4	73.6	42.6	58.0
Biological Science	93.0	93.0	89.8	88.2	79.3	71.1	73.0
Office Administration	102.9	98.6	93.8	90.5	78.6	57.2	58.4
Nursing	155.5	138.6	135.9	127.7	125.1	85.2	87.6
Foreign Language	109.0	96.5	89.2	90.6	78.7	56.4	65.3
Psychology	105.7	96.1	91.5	79.0	65.8	71.2	83.3
Art	104.4	95.4	80.2	79.8	60.9	60.5	82.2
Electronics	58.9	59.3	56.7	58.2	53.4	58.1	51.3
Chemistry	61.2	55.9	56.9	56.2	49.3	75.3	78.5
History & Social Science	65.6	63.2	60.0	53.6	49.0	84.3	93.1
Speech	57.8	52.0	50.4	51.0	45.6	67.4	68.4
Music	90.7	87.3	75.9	69.8	58.3	62.7	77.2
Consumer Studies	47.5	42.2	39.8	37.1	31.6	68.1	80.8
Automotive	39.4	41.6	38.4	36.9	34.2	74.8	85.4
Physical Science	41.7	35.7	31.5	30.4	29.6	73.6	74.2
Theater Arts, Cinema	51.9	47.6	45.6	46.1	38.6	67.1	68.1
Philosophy	24.4	23.6	22.8	23.5	24.4	84.4	68.9
Construction Trades	27.2	26.7	24.8	23.5	24.0	70.0	71.0
Political Science	33.9	33.8	33.1	28.5	25.9	80.3	83.8
Child Development	31.3	30.4	27.9	29.0	26.2	57.3	67.8
Physics	29.8	31.0	32.8	30.6	30.2	72.4	75.1
Public Services	35.0	30.0	28.5	28.9	24.0	33.5	36.4
Development Studies	34.9	31.3	30.6	31.7	27.7	49.7	56.8
Subtotal	2207.4	2051.4	1953.2	1934.9	1742.6	65.3	69.4
Total of Remaining Disciplines	499.1	466.4	422.1	417.3	374.2	68.8	73.1
District Total	2706.5	2518.3	2375.3	2352.1	2117.1	65.9	70.1

Source: Office of Research, Planning and Analysis, Division of Educational Research and Development.

TABLE 14.2

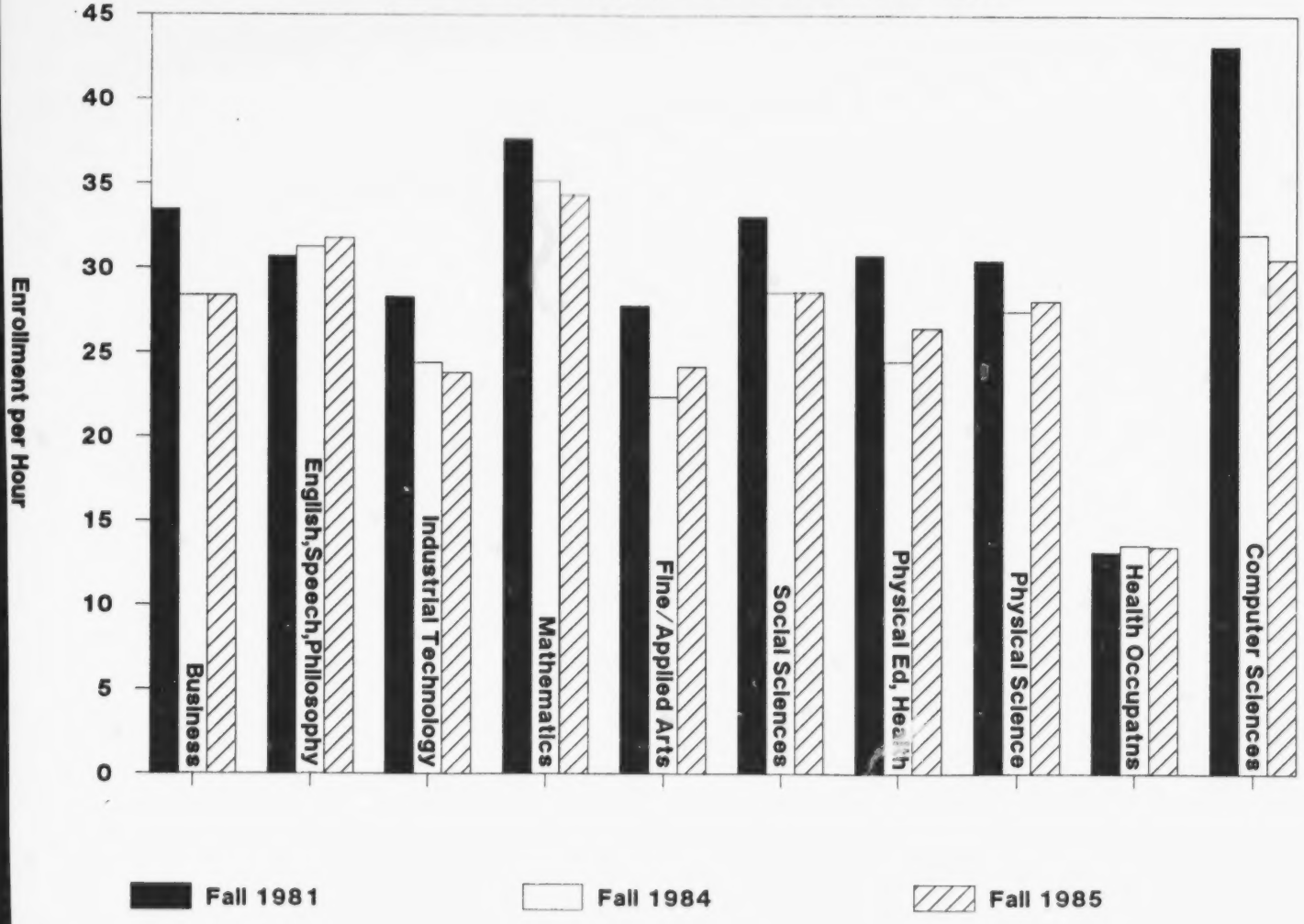
PRODUCTIVITY BY SELECTED ACTIVITY CODES, FALL 1981 - FALL 1985

Activity Code	Enrollment/Weekly Faculty Contact Hour					Percent Change	
	1981	1982	1983	1984	1985	1984-85	Peak-1985
Mathematics	37.7	40.3	39.6	35.2	34.4	-2.3	-14.5
Business	36.2	39.2	36.1	29.2	29.8	2.1	-24.0
English	31.6	33.8	34.3	32.0	31.9	-0.3	-7.1
Physical Ed, Health	30.8	35.4	30.8	24.5	26.5	8.2	-25.2
Computer Sciences	43.2	41.6	38.0	32.1	30.6	-4.7	-29.1
Biological Science	33.4	33.9	31.1	27.6	26.2	-5.1	-22.9
Office Administration	28.1	30.7	29.6	26.0	24.2	-6.9	-21.1
Nursing	13.0	13.8	12.7	12.9	13.0	0.8	-5.2
Foreign Language	27.6	30.7	30.5	24.0	24.2	0.8	-21.2
Psychology	30.8	33.2	30.5	26.2	28.1	7.3	-15.2
Art	27.5	27.5	26.3	22.6	25.8	14.2	-6.1
Electronics	35.4	35.9	35.1	29.9	28.1	-6.0	-21.6
Chemistry	31.2	34.5	30.0	27.9	27.7	-0.7	-19.7
History & Social Science	33.3	35.4	33.0	28.8	27.8	-3.5	-21.3
Speech	28.5	32.8	31.2	28.6	29.2	2.1	-10.9
Music	28.3	28.5	25.8	22.0	22.2	0.9	-22.0
Consumer Studies	26.2	27.9	27.0	25.7	28.7	11.7	2.8
Automotive	27.6	24.7	23.4	22.5	21.7	-3.6	-21.4
Physical Science	31.6	36.3	33.7	27.4	31.8	16.1	-12.4
Theater Arts, Cinema	27.9	27.4	25.5	20.9	23.8	13.9	-14.6
Philosophy	30.0	36.1	35.5	32.7	36.0	10.1	-0.4
Construction Trades	30.1	28.5	26.9	25.2	25.2	0.0	-16.3
Political Science	36.1	36.1	33.0	30.9	30.5	-1.3	-15.4
Child Development	31.2	35.5	34.4	29.4	29.5	0.3	-16.7
Physics	27.7	29.2	27.3	27.1	25.1	-7.4	-13.9
Public Services	35.3	38.7	36.0	26.5	29.1	9.8	-24.8
Development Studies	38.4	41.9	38.9	29.2	30.1	3.1	-28.1
District Total	29.8	31.7	30.0	26.1	26.4	1.1	-16.7

Source: Office of Research, Planning and Analysis, Division of Educational Research and Development.

FIGURE 11: ENROLLMENT PER WEEKLY FACULTY CONTACT HOUR, FALL 1981 - FALL 1985

(10 Largest Major Code Discipline Groups)



INSTRUCTIONAL PROGRAMS

Table 15: Weekly Student Contact Hours (WSCH) by Course Classification and College, Fall 1980 - 1985

Figure 12: WSCH by Course Classification, Fall 1985

Description

Table 15 presents the annual percentage distribution of WSCH by course classification for Fall 1980 - Fall 1985. Course classification is divided into three categories: Liberal Arts and Sciences, Prerequisite and Developmental, and Occupational.

Figure 12 compares WSCH among Liberal Arts and Sciences, Prerequisite and Developmental, and Occupational classifications for each college in Fall 1985.

Discussion

Liberal Arts and Sciences accounted for close to half (48%) of the total WSCH in the District in 1985. Since 1982, this percentage has declined slightly relative to Prerequisite/Developmental and Occupational WSCH. Occupational WSCH was 42% of total WSCH in 1985. Between 1980 and 1985, Prerequisite/Developmental WSCH, though a small proportion of total WSCH, has grown the fastest (from 7% to 10%).

Colleges varied widely in their percentages of course classification WSCH. Pierce, Valley, and Harbor had the highest percentage shares of Liberal Arts & Sciences WSCH (61%, 60% and 59%, respectively), while Trade-Tech had the lowest (17%). The percentage of Occupational WSCH was highest at Trade-Tech, with 47% in 1985; at the other colleges, Occupational WSCH ranged from 12% to 27% of their total WSCH. Prerequisite/Developmental WSCH ranged from a low of 5% at Pierce to a high of 15% at Southwest. Other colleges with above-average percentages of Prerequisite/Developmental WSCH were Mission (14%), City and East (13% each), and West (12%).

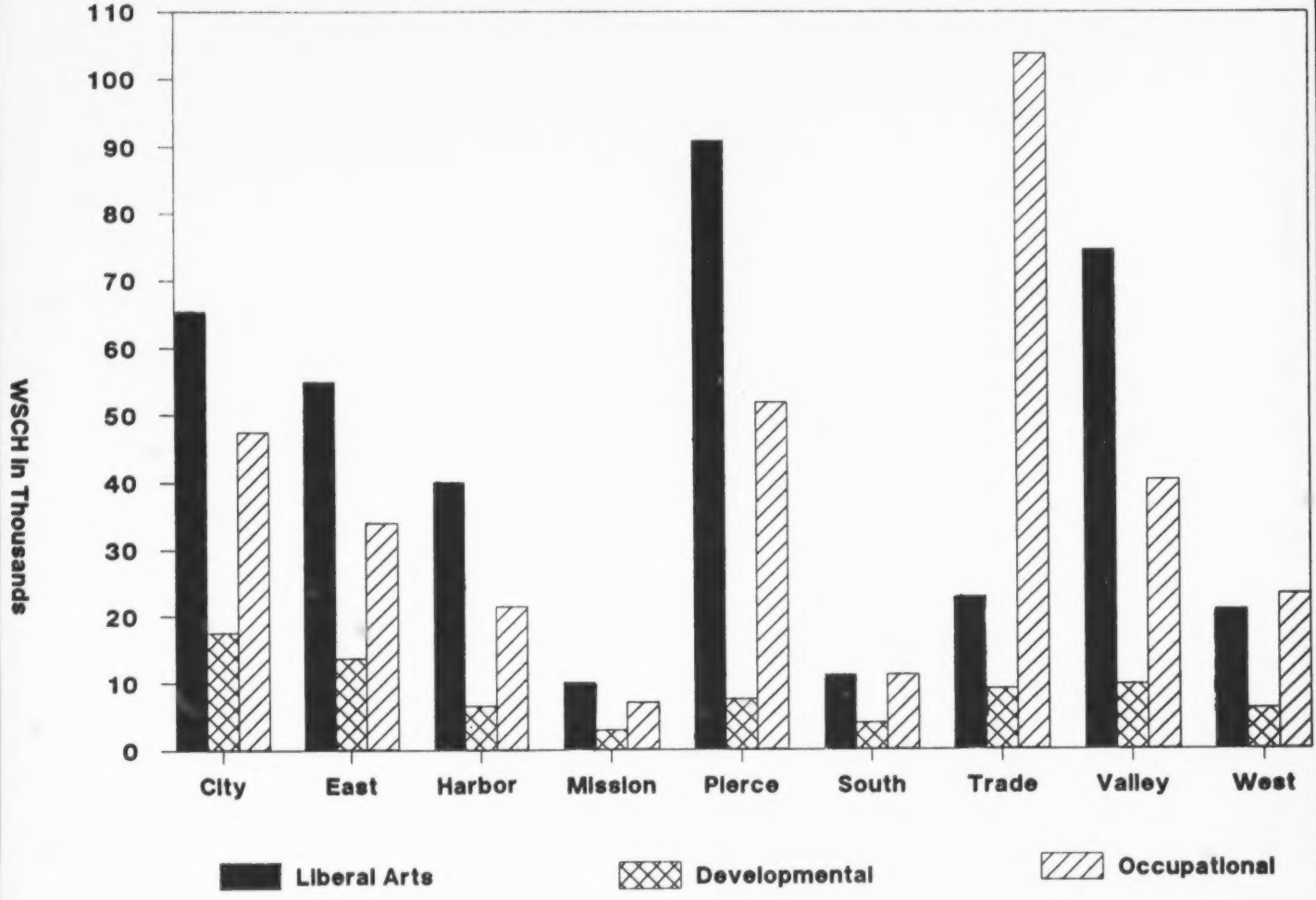
TABLE 15

WEEKLY STUDENT CONTACT HOURS (WSCH) BY COURSE CLASSIFICATION AND COLLEGE, FALL 1980 - FALL 1985

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West		District
Percent Liberal Arts & Sciences											
1980	51.1	55.5	55.0	51.7	62.2	48.5	17.9	58.2	46.9	49.6	507,204
1981	50.8	55.0	56.6	50.1	62.1	48.0	17.7	60.6	45.0	49.6	556,298
1982	51.9	54.9	55.5	50.3	60.8	47.5	18.5	61.4	47.1	50.0	608,033
1983	51.8	54.8	57.0	48.7	63.3	44.4	18.3	61.4	45.7	49.9	556,369
1984	50.8	54.9	56.1	44.1	60.9	43.4	16.1	60.8	42.1	48.5	477,591
1985	50.1	53.6	58.7	50.4	60.5	42.5	16.8	59.9	41.7	48.3	390,574
Percent Prerequisite and Developmental											
1980	7.6	11.1	8.6	10.9	4.3	14.6	5.3	5.6	7.7	7.4	75,345
1981	11.8	10.3	8.8	13.9	4.0	12.7	5.5	5.3	8.1	7.9	88,808
1982	11.4	10.6	8.9	14.7	3.8	14.7	5.9	5.3	7.1	7.9	96,521
1983	12.1	11.4	9.2	15.1	3.8	15.2	6.0	5.8	13.6	8.7	96,754
1984	12.8	12.5	9.9	16.5	4.3	14.4	6.6	7.1	11.5	9.1	89,837
1985	13.4	13.3	9.7	14.3	5.0	15.0	6.7	7.8	12.0	9.5	76,924
Percent Occupational											
1980	41.2	33.5	36.4	37.3	33.5	36.9	76.9	36.2	45.4	43.0	439,421
1981	37.3	34.8	34.6	36.0	33.9	39.3	76.8	34.1	46.9	42.4	475,822
1982	36.8	34.5	35.6	35.0	35.5	37.8	75.6	33.4	45.8	42.1	511,345
1983	36.2	33.8	33.8	36.1	32.9	40.3	75.8	32.8	40.7	41.4	460,878
1984	36.4	32.6	34.1	39.4	34.8	42.2	77.4	32.1	46.4	42.4	417,608
1985	36.4	33.1	31.6	35.3	34.5	42.5	76.6	32.4	46.3	42.1	340,311
Percent of WSCH Coded by Course Classification											
1980	81.9	86.4	80.5	75.5	80.5	82.6	79.1	83.7	85.0	82.1	1,022,052
1981	93.2	90.3	85.4	80.0	86.2	87.2	89.8	90.8	89.4	89.2	1,121,017
1982	97.9	97.4	94.2	89.9	96.2	94.0	92.8	97.6	95.6	95.8	1,215,995
1983	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	1,114,101
1984	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	985,138
1985	97.5	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.6	807,909
Total WSCH											
1980	209,630	156,077	109,720	19,209	214,142	65,789	191,912	191,126	87,515	100.0	1,245,120
1981	205,799	160,385	113,989	22,767	220,968	71,826	190,170	186,353	84,819	100.0	1,257,076
1982	204,267	165,998	114,805	26,802	220,460	65,757	196,399	189,011	85,141	100.0	1,268,640
1983	180,567	146,603	94,798	22,717	195,409	57,458	177,551	169,425	69,473	100.0	1,114,001
1984	164,577	122,490	80,106	20,229	181,541	41,680	160,330	151,853	62,232	100.0	985,038
1985	133,827	102,710	67,997	19,998	150,280	26,334	135,574	124,259	50,270	100.0	811,249

Source: Course Activity Measures Data Tapes, Fall 1980 through Fall 1985, Data Processing Branch, Business Services Division. Proportions for 1980 and 1981 should be regarded with caution due to larger numbers of courses which could not be coded by course classification.

FIGURE 12: WSCH BY COURSE CLASSIFICATION, FALL 1985



INSTRUCTIONAL PROGRAMS

Table 16: Weekly Student Contact Hours (WSCH) by Course Transfer Status and College, Fall 1980 - Fall 1985

Figure 13: Proportion of WSCH Transferable to UC and CSU by College, Fall 1980 and Fall 1985

Description

Table 16 presents the annual percentage distribution of WSCH by transferability and college for Fall 1980 - 1985. Transfer status is divided into transferability to the University of California (UC) system and to the California State University (CSU) system.

Figure 13 compares the proportions of total transferable WSCH in Fall 1980 and Fall 1985 by college.

Discussion

The districtwide proportion of transferable WSCH has fallen from its peak of 77% in 1981 to 73% in 1985. Within this proportion, WSCH that was transferable to UC has fallen from 55% to 51% in the same period, while WSCH transferable to CSU remained at the 22% level.

The proportions of WSCH by transfer status varied greatly among the colleges, with very high percentages of transferable WSCH at Valley (88%) and Pierce (87%), and very low percentages at Trade-Tech (12%) and West (18%).

The percentage WSCH transferable to four-year institutions (especially to UC) correlated strongly with Liberal Arts and Sciences WSCH (Table 15). Pierce, Valley and Harbor, which had high percentages of Liberal Arts and Sciences WSCH, also had high percentages of transferable WSCH to UC: Pierce (64%), Valley (63%) and Harbor (56%). High percentages of Occupational WSCH, for example at Trade-Tech and West, correlated with high percentages of non-transferable WSCH (69%).

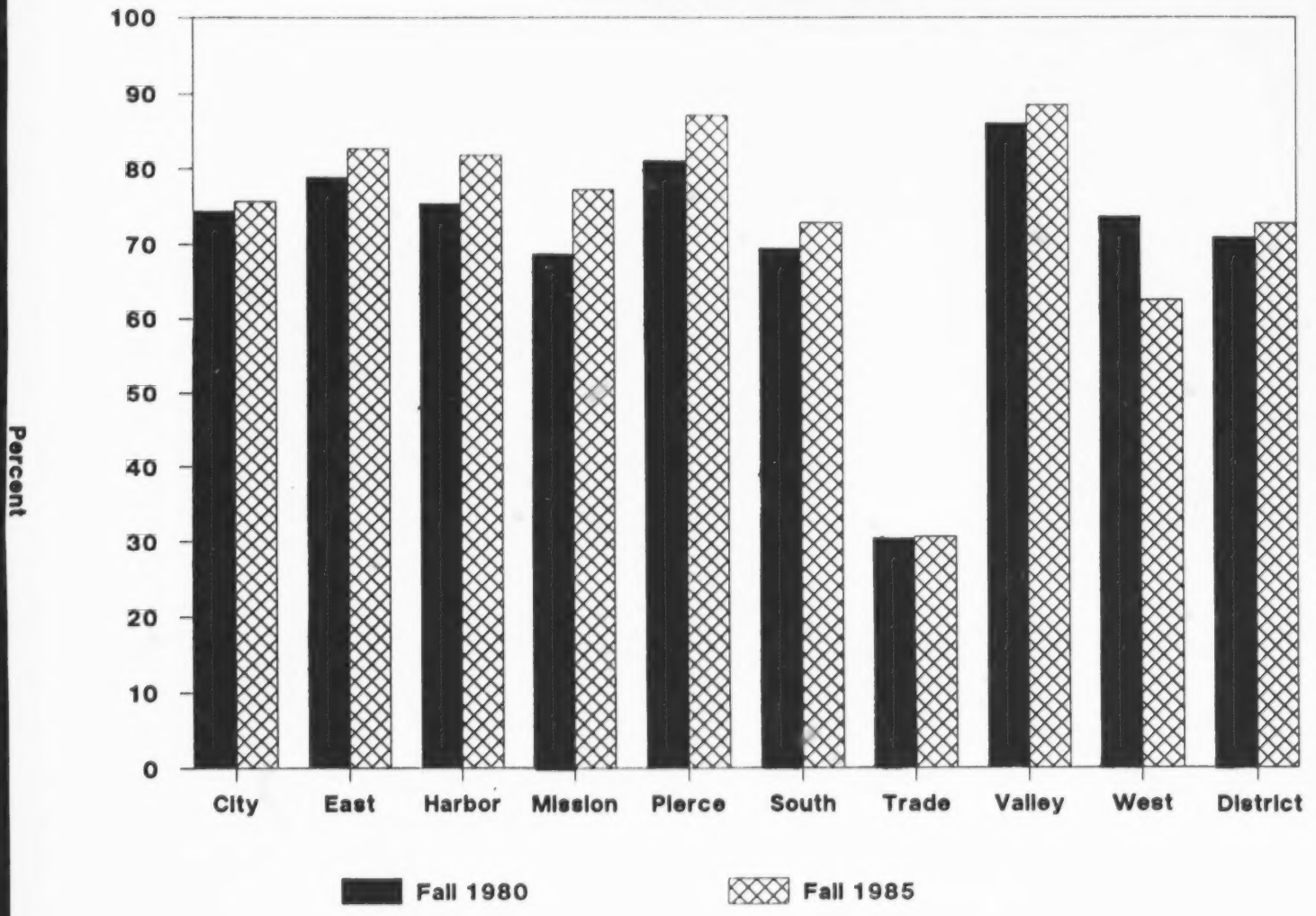
TABLE 16

WEEKLY STUDENT CONTACT HOURS (WSCH) BY COURSE TRANSFER STATUS AND COLLEGE, FALL 1980 - FALL 1985

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Transferable to UC											
1980	59.0	61.9	57.7	61.0	66.8	54.0	20.6	67.3	55.6	55.7	569,193
1981	54.9	61.8	59.1	57.3	67.4	55.0	20.3	68.2	54.3	55.0	616,805
1982	54.9	60.7	57.8	55.9	65.8	53.6	20.5	67.9	56.6	54.7	665,356
1983	53.6	60.8	57.9	51.7	67.1	50.8	20.7	67.2	53.0	53.9	600,142
1984	52.5	60.2	55.8	48.4	65.0	48.5	19.0	64.8	47.9	51.9	511,624
1985	50.8	58.5	56.4	51.5	64.4	47.4	18.9	63.1	44.3	50.8	412,299
Percent Transferable to CSU											
1980	24.1	22.8	25.5	25.2	22.7	26.0	13.6	23.8	19.5	22.0	224,739
1981	25.9	23.9	24.0	25.7	23.0	27.3	12.5	23.3	19.0	22.2	248,365
1982	24.7	25.0	26.4	26.7	23.8	25.8	11.8	23.3	16.3	22.1	268,977
1983	24.8	25.0	24.5	25.5	22.2	25.3	13.0	23.3	18.6	21.9	243,983
1984	24.7	24.1	26.0	27.4	23.0	27.9	12.1	24.1	15.2	21.9	215,482
1985	24.8	24.2	25.5	25.7	22.6	25.5	11.8	25.3	18.3	21.9	177,815
Percent Non-Transferable											
1980	16.9	15.3	16.8	13.8	10.5	20.0	65.8	9.0	25.0	22.3	228,008
1981	19.1	14.3	16.9	17.0	9.6	17.6	67.2	8.5	26.6	22.8	255,760
1982	20.3	14.3	15.8	17.4	10.4	20.7	67.7	8.8	27.1	23.2	281,574
1983	21.6	14.2	17.6	22.8	10.7	23.9	66.3	9.5	28.4	24.2	269,874
1984	22.8	15.7	18.2	24.2	11.9	23.6	68.9	11.1	36.9	26.2	257,929
1985	24.3	17.3	18.2	22.8	13.0	27.2	69.3	11.6	37.4	27.3	221,138
Percent of WSCH Coded by Course Transfer Status											
1980	81.9	86.4	80.5	75.5	80.5	82.6	79.1	83.7	85.0	82.1	1,022,052
1981	93.2	90.3	85.4	80.0	86.2	87.2	89.8	90.8	89.4	89.2	1,121,017
1982	97.9	97.4	94.2	89.9	96.2	94.0	92.8	97.6	95.6	95.8	1,215,995
1983	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	1,114,101
1984	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	985,138
1985	97.5	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.6	807,909
Total WSCH											
1980	209,630	156,077	109,720	19,209	214,142	65,789	191,912	191,126	87,515	100.0	1,245,220
1981	205,799	160,385	113,989	22,767	220,968	71,826	190,170	186,353	84,819	100.0	1,257,176
1982	204,267	165,998	114,805	26,802	220,460	65,757	196,399	189,011	85,141	100.0	1,268,740
1983	180,567	146,603	94,798	22,717	195,409	57,458	177,551	169,425	69,473	100.0	1,114,101
1984	164,577	122,490	80,106	20,229	181,541	41,680	160,330	151,853	62,232	100.0	985,138
1985	133,827	102,710	67,997	19,998	150,280	26,334	135,574	124,259	50,270	100.0	811,349

Source: Course Activity Measures Data Tapes, Fall 1980 through Fall 1985, Data Processing Branch, Business Services Division. Proportions for 1980 and 1981 should be regarded with caution due to larger numbers of courses which could not be coded by course classification.

FIGURE 13: PROPORTION OF WSCH TRANSFERABLE TO UC AND CSU BY COLLEGE
Fall 1980 and Fall 1985



INSTRUCTIONAL PROGRAMS

Table 17: Weekly Student Contact Hours (WSCH) by Day and Evening Programs and College, Fall 1968 - Fall 1985

Figure 14: Day and Evening WSCH, Fall 1968 - Fall 1985.

Description

Table 17 shows the percentages of day and evening WSCH by college for Fall semesters 1968 to 1985. Designatons of day or evening WSCH are determined by enrollment in classes scheduled before or after 4:30 p.m.

Figure 14 charts trends in day and evening WSCH from Fall 1968 through Fall 1985.

Discussion

Since 1968, day and evening WSCH have generally accounted for 70% and 30% of total WSCH, with a perceptible shift towards a higher proportion of evening WSCH over time. Evening WSCH peaked in 1974 and 1980 (leading enrollment peaks by a year) and has been on the rise since 1983.

Individual college evening WSCH showed similar cycles as the District. However, they varied from the District in proportions of day and evening WSCH. Mission and Southwest had the highest percentage of evening WSCH (60% and 40% in 1985) while Trade-Tech and Pierce had the lowest (24% and 26%). Mission and Southwest also have higher proportions of older, female and/or part-time students, while Pierce and Trade-tech have a dominance of male, college bound and/or full-time students.

In 1985, evening WSCH rose at all colleges except Pierce. Harbor and Mission had the largest increases in percentage of evening WSCH, mainly attributable to increased PACE activity. At Trade-Tech, evening WSCH peaked in 1978, then declined to a new low in 1984 (23%) before turning upwards in 1985.

TABLE 17

WEEKLY STUDENT CONTACT HOURS (WSCH) BY DAY AND EVENING PROGRAMS AND COLLEGE, FALL 1968 - FALL 1985

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Day WSCH											
1968	74.9	72.4	76.2	---	74.7	75.2	68.5	72.6	---	73.1	714,321
1970	77.2	62.1	78.0	---	76.0	68.5	66.8	74.3	73.7	72.4	814,919
1975	70.5	67.8	69.7	53.8	71.6	64.5	66.2	68.5	65.7	68.6	994,197
1980	70.4	63.6	69.7	53.3	71.0	62.2	72.6	66.5	63.9	68.2	858,877
1984	71.7	71.9	69.1	47.4	73.8	61.6	77.5	64.2	65.0	70.4	680,316
1985	71.2	71.4	63.9	39.7	73.9	60.6	76.1	64.2	63.6	69.3	610,027
Percent Evening WSCH											
1968	25.1	27.6	23.8	---	25.3	24.8	31.5	27.4	---	26.9	262,443
1970	22.8	37.9	22.0	---	24.0	31.5	33.2	25.7	26.3	27.6	309,891
1975	29.5	32.2	30.3	46.2	28.4	35.5	33.8	31.5	34.3	31.4	455,359
1980	29.6	36.4	30.3	46.7	29.0	37.8	27.4	33.5	36.1	31.8	400,894
1984	28.3	28.1	30.9	52.6	26.2	38.4	22.5	35.8	35.0	29.6	286,416
1985	28.8	28.6	36.1	60.3	26.1	39.4	23.9	35.8	36.4	30.7	270,242
Total WSCH (1)											
1968	209,267	132,029	95,972	---	160,837	27,067	167,022	184,570	---	100.0	976,764
1970	216,509	145,240	108,573	---	184,821	35,638	190,294	196,731	47,004	100.0	1,124,810
1975	260,510	189,478	130,446	15,597	251,491	59,473	229,699	235,838	77,024	100.0	1,449,556
1980	204,548	153,478	109,189	20,004	216,785	66,878	201,467	192,608	94,814	100.0	1,259,771
1984	159,321	119,494	78,427	19,784	178,003	40,710	159,855	148,957	62,181	100.0	966,732
1985	140,665	110,902	74,039	21,545	162,968	28,275	150,394	135,953	55,528	100.0	880,269

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1968-1978 and computer report CCAF130, Office of Enrollment Managment, Division of Educational Research and Development, 1983 through 1985. Enrollments do not include ITV.

(1) Total WSCH figures vary slightly from those in Tables 15 and 16 because of different data sources.

FIGURE 14: DAY AND EVENING WSCH, FALL 1968 - FALL 1985

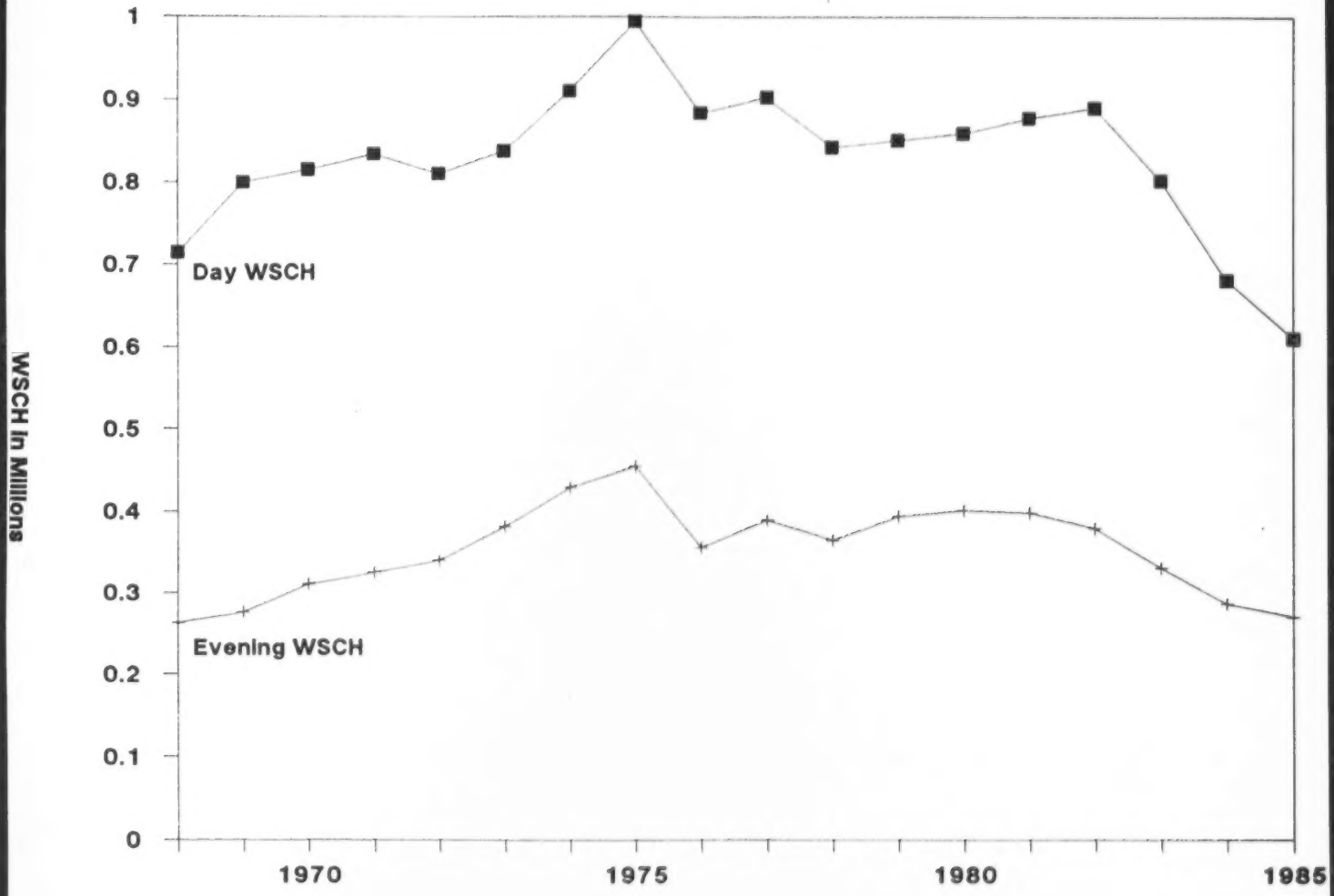


Table 18 : Summer Session Weekly Student Contact Hours (WSCH) and Enrollment, 1975 - 1985

Description

Table 18 shows WSCH and enrollment figures for summer sessions between 1975 and 1985 for the nine colleges and the District. All WSCH are expressed in semester equivalents rather than actual WSCH, obtained by multipying WSCH by the ratio of semester to summer session weeks (3 for a 6 week session). Enrollments are actual head counts. Summer session was not offered in 1978.

Discussion

The 55% decline in summer session enrollment since 1975 has been continuous, with some fluctuation in recent years which reflects annual funding limits. Over the ten years, enrollment dropped from 41,155 to its current level of 18,471. The ratio of summer head count to that of the succeeding fall semester has also fallen from 32% to 18%. In other words, summer enrollment has dropped more rapidly than that of the regular school year. Summer WSCH has also fallen, with 1985 WSCH only 38% of 1975 WSCH.

Since summer enrollment and WSCH are basically supply- rather than demand-driven, the size and scope of the program largely determine total enrollment and WSCH. The much larger enrollment in 1984 than 1983 or 1985 is an example of this difference in scope, and is carried across the board at all the colleges. The supply of programs is, in turn, modulated by budget concerns. The 1984 summer session budget for the District was $3.5 million, compared with only $1.5 million and $2 million in the preceding and following years.

At the individual colleges, Pierce and City had the largest enrollments in 1985 (over 3,000 each), while Mission and Southwest had the smallest (less than 1,000 each). The decline in summer enrollment over the ten-year period has been proportionately greatest at Trade-Tech (70%) and Valley (63%), and least at West (36%) and Mission (14%).

TABLE 18

SUMMER SESSION WEEKLY STUDENT CONTACT HOURS (WSCH) AND ENROLLMENT, 1975 - 1985

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
WSCH (Semester Equivalents)										
1975	30,919	29,605	17,412	1,985	25,221	10,214	32,240	29,838	8,615	186,049
1976	33,412	30,271	16,226	2,495	23,416	9,725	28,878	28,060	9,042	181,525
1977	23,283	17,815	14,649	2,378	23,377	6,058	23,640	26,186	8,328	145,714
1979	20,744	18,357	15,489	2,603	21,499	9,046	18,887	23,359	9,548	139,532
1980	16,313	17,350	12,612	2,559	17,274	7,393	14,004	16,563	10,250	114,318
1981	24,274	22,482	14,261	3,293	18,885	7,762	14,981	17,388	9,949	133,275
1982	19,339	17,740	13,001	3,810	16,004	5,891	13,223	14,542	10,119	113,669
1983	12,648	16,356	8,222	2,061	8,182	4,782	8,851	9,020	6,452	76,574
1984	21,744	18,070	12,123	2,805	16,650	7,581	16,058	15,241	9,572	119,844
1985	10,876	9,989	8,696	1,555	11,445	3,019	9,381	10,203	5,179	70,343
Unduplicated Enrollment										
1975	6,847	6,164	3,756	498	5,961	1,864	6,557	7,300	2,208	41,155
1976	7,039	6,428	3,325	618	5,626	1,975	5,444	6,718	2,277	39,450
1977	5,200	4,351	3,313	654	5,689	1,388	5,135	6,278	2,159	34,167
1979	4,744	4,313	3,444	677	5,243	1,991	3,420	5,758	2,328	31,918
1980	3,854	3,927	2,950	717	4,549	1,673	2,389	4,184	2,450	26,693
1981	5,527	5,160	3,088	894	4,930	1,753	2,744	4,442	2,356	25,369
1982	4,563	4,320	3,100	930	4,258	1,373	2,465	3,771	2556	27,336
1983	3,392	3,334	2,151	574	2,441	1,241	2,003	2,372	1,760	19,268
1984	5,348	4,448	3,042	757	4,257	1,876	3,269	3,851	2,448	29,296
1985	3,338	2,579	2,159	430	3,062	773	2,022	2,690	1,418	18,471

Source: Course Activity Measures Tape, Data Processing Branch, Business Services Division, 1975 through 1986.

Note: Summer session was not offered in 1978.

Table 19: Instructional Television Enrollment and Weekly Student Contact Hours (WSCH) for Fall and Spring Semesters and and Summer Sessions, 1971-72 through 1985-86.

Description

Table 19 shows Instructional Television (ITV) enrollment and WSCH for each term of academic years 1972-73 through 1985-86. The ITV program is administered on a districtwide basis, enrolling students from all college service areas.

Discussion

Enrollment in ITV fluctuates widely, ranging from about 500 to 2,500 students in any term. These differences are primarily the result of program content and scope: what and how many courses are offered. The number of courses broadcast typically ranges from 2 to 6 per term. Other factors include marketing and television station scheduling. Substantial enrollment variation by both term and year, however, suggests very strong program dependence. For example, in 1975-76, ITV enrollment spanned the full range, from 2,559 in the fall to 478 in the summer. In 1980-81, however, summer enrollment was nearly 1,500 and about equal to spring. Fall enrollment is not necessarily the highest among the three terms, as it is with general enrollment. Annually, the independence of ITV enrollment from total enrollment growth and decline is evident. Fall 1976 ITV enrollment increased while overall enrollment fell; Fall 1981 ITV enrollment dropped while total enrollment reached an all-time peak.

Statistics for WSCH generally parallel that for enrollment, with the WSCH to enrollment ratio about 4:1. This ratio is less than half what is usual for total enrollment (10:1), reflecting high part-time enrollment and the lecture mode of most courses offered through ITV.

The District belongs to the Southern California Consortium for Instructional Television, a vehicle for developing and acquiring ITV courses which meet academic and broadcast standards. The District also has procedures for the selection and approval of couses offered through ITV and for the selection of ITV instructors. Most instructors are from the District's regular faculty, who are released from other assignments to teach the ITV course for the term in which it is offered.

TABLE 19

INSTRUCTIONAL TELEVISION ENROLLMENT AND WEEKLY STUDENT CONTACT HOURS (WSCH) FOR FALL AND SPRING SEMESTERS AND SUMMER SESSION, 1971-72 -- 1985-86

Fall Semesters			Spring Semesters			Summer Session		
	Enrollment	WSCH		Enrollment	WSCH		Enrollment	WSCH
1971	1,564	11,394	1972	2,321	8,874	1972	929	2,787
1972	1,941	7,839	1973	2,051	8,778	1973	1,780	5,068
1973	1,506	5,685	1974	803	2,731	1974	1,115	6,817
1974	1,177	4,452	1975	2,910	10,128	1975	1,620	7,101
1975	2,559	11,655	1976	1,493	4,907	1976	478	1,854
1976	2,989	10,886	1977	2,253	10,163	1977	2,284	8,505
1977	1,539	6,101	1978	2,685	10,217	1978	0	0
1978	1,798	7,309	1979	1,446	5,608	1979	1,391	5,658
1979	1,706	6,831	1980	2,606	11,829	1980	0	0
1980	2,147	7,133	1981	1,563	6,777	1981	1,424	9,358
1981	1,635	6,293	1982	1,217	4,822	1982	352	3,178
1982	907	4,000	1983	1,510	6,684	1983	731	6,688
1983	1,031	4,125	1984	1,352	4,912	1984	687	2,787
1984	1,013	3,500	1985	1,362	5,334	1985	469	1,863
1985	1,247	4,872	1986	1,372	5,535			

Source: ENROLLMENT AND ATTENDANCE, 1968-1978, Office of Educational Research and Analysis, Division of Educational Planning and Development; and Board of Trustees Informatives, Division of Educational Research and Development.

Table 20: Duplicated Enrollment in Community Services Classes by College, 1978-79 through 1985-86

Description

Table 20 shows duplicated enrollment in community services non-credit classes by college from 1968-69 through 1985-86, with the percentage of total enrollment at each college also shown for each year.

No data are reported for the large number of community services participants in special events, tours, community meetings or recreational activities. Because a single event may attract a large crowd but not indicate a substantial increase in community services programming, comparisons of these numbers over time have little meaning.

Discussion

Self-sufficiency has been an objective of community services programs since the passage of Proposition 13 and subsequent reductions in public subsidy. Self-sufficiency requires that programs be developed which are responsive to local needs and interests which appeal to constituent groups willing and able to pay adequate fees to cover costs. Programs at the individual colleges thus vary in scope and emphasis; for example, physical education is featured at East and Valley; the arts at City, Pierce and Trade-Tech; personal development at Pierce, Valley and West; job-related programs at Trade-Tech; and youth programs at Southwest. Besides college service area characteristics, college facilities, management and staffing also influence program offerings.

Duplicated enrollment at the district level was just over 91,000 in 1985-86, representing a 24% decline over the previous year's enrollment and the first downturn in duplicated enrollment since 1981-82. In 1985-86, the largest enrollment shares were at Pierce (25%), City (24%) and Valley (17%). In the previous three years, City had been the leader in community services program size with a 32% share of the district total in 1984-85. The three smallest programs since 1982-83 have been at Mission (less than 1%), Trade-Tech (2%) and Southwest (3%); these programs were also those with the largest budget deficits between 1980-81 and 1984-85.

Among colleges, East has had the most consistent record of self-sufficiency, with net profits in four of the five years between 1980-81 and 1984-85. Valley and Pierce have had profits in three of the five years; City was profitable two years; Harbor and West one year. Budget overruns in 1984-85 and an initial 30% decline in 1985-86

enrollment which projected further overruns prompted a Board-level reexamination of the community services program in early 1986. Changes thereof will be more fully reflected in the 1986-87 enrollment figures; for example, no enrollment would be registered for Southwest and Trade-Tech because their programs would have been phased out by then; classes held on these campuses would be administered under City's program.

TABLE 20

DUPLICATED ENROLLMENT IN COMMUNITY SERVICES CLASSES BY COLLEGE, 1978-79 THROUGH 1985-86

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Number Enrolled										
1978-79	19,573	5,670	5,001	689	7,677	1,675	954	9,732	2,736	53,707
1979-80	17,823	5,488	3,483	1,215	10,082	3,232	564	9,149	2,855	53,891
1980-81	26,199	6,362	10,888	1,653	18,304	7,219	577	9,469	6,982	87,653
1981-82	17,210	8,000	10,336	494	18,300	7,446	442	12,534	2,928	77,690
1982-83	25,410	11,249	11,465	2,464	22,164	4,575	861	16,250	6,915	101,353
1983-84	27,409	12,773	9,978	2,337	24,497	3,625	1,304	17,875	5,875	105,673
1984-85	37,714	13,350	8,513	897	22,272	3,600	3,255	25,670	4,526	119,797
1985-86	21,589	11,354	8,974	542	22,867	2,594	2,194	15,761	5,284	91,159
Percent of District Enrollment										
1978-79	36.4	10.6	9.3	1.3	14.3	3.1	1.8	18.1	5.1	100.0
1979-80	33.1	10.2	6.5	2.3	18.7	6.0	1.0	17.0	5.3	100.0
1980-81	29.9	7.3	12.4	1.9	20.9	8.2	0.7	10.8	8.0	100.0
1981-82	22.2	10.3	13.3	0.6	23.6	9.6	0.6	16.1	3.8	100.0
1982-83	25.1	11.1	11.3	2.4	21.9	4.5	0.8	16.0	6.8	100.0
1983-84	25.9	12.1	9.4	2.2	23.2	3.4	1.2	16.9	5.6	100.0
1984-85	31.5	11.1	7.1	0.7	18.6	3.0	2.7	21.4	3.8	100.0
1985-86	23.7	12.5	9.8	0.6	25.1	2.8	2.4	17.3	5.8	100.0

Source: Community Service Program Directors.

STUDENT PERFORMANCE AND ARTICULATION

Table 21: First Census to End-of-Semester Retention Rates by Day/Evening and College, Fall 1978 - Fall 1985

Description

Table 21 reports retention rates, defined as the percentage of final to first census semester enrollment, for the nine colleges and the District from Fall 1978 through Fall 1985. It also gives the rates for day and evening enrollment for the same period.

Discussion

Districtwide total retention rates for day and evening classes rose from 65% to 77% between 1978 and 1985 (day classes rose by 14%, from 68% to 78%; evening by 29%, from 59% to 76%). Both day and evening retention rates peaked in 1984 and declined slightly between 1984 and 1985. All the colleges except Southwest and Pierce experienced an overall 1 to 2 percentage point decline in retention rates in the last year; day retention rates fell at all colleges except Southwest; evening retention rates improved at Harbor, Pierce, Southwest and Valley.

Mission and Southwest showed above-average total retention rates in 1985 (82% and 81% respectively), while Valley and West, both at 75%, were below the District average. In 1985, Mission had the highest day retention rate (86%) while Southwest's evening retention rate (84%) was the highest among the colleges. Day retention rates were generally higher than evening rates except at Southwest.

Retention rates are influenced by both districtwide and local factors; for example, higher tuition and drop fees discourage excessive "shopping" for courses, while local socio-economic factors (age, sex, income, working status) as well as program offerings also affect differential day and evening retention rates.

TABLE 21

FIRST CENSUS TO END-OF-SEMESTER RETENTION RATES BY DAY/EVENING AND COLLEGE, FALL 1978 - FALL 1985

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Day Classes										
1978	61.3	61.0	67.0	72.6	72.9	66.2	69.7	73.0	68.8	67.7
1979	61.5	65.4	67.2	71.4	74.4	65.2	70.1	47.9	70.7	69.3
1980	66.8	65.5	69.1	67.8	74.5	63.9	68.9	69.3	67.6	68.9
1981	70.5	71.6	78.8	78.8	76.7	67.5	73.1	75.1	74.1	73.5
1982	72.4	70.9	71.9	79.2	76.0	73.3	78.0	75.2	69.7	73.6
1983	77.4	77.0	76.2	81.3	78.2	74.4	82.7	75.8	75.5	77.4
1984	78.3	79.5	77.5	88.7	78.1	78.1	79.7	76.4	76.5	78.3
1985	77.4	78.1	76.8	85.7	77.7	79.6	79.3	75.3	75.8	77.5
Evening Classes										
1978	53.2	52.1	57.8	66.0	60.1	57.1	62.5	61.9	61.7	58.5
1979	53.3	55.9	57.4	60.4	59.9	56.6	63.3	62.4	59.6	58.8
1980	56.4	57.7	59.8	60.7	62.6	57.8	62.8	59.3	55.9	59.2
1981	66.1	65.6	70.1	75.3	69.6	67.4	66.3	66.1	62.7	67.0
1982	68.7	65.8	70.2	68.5	69.7	70.7	70.9	68.8	65.6	68.7
1983	76.2	72.8	73.7	71.7	72.7	72.8	76.8	71.3	73.5	73.6
1984	77.0	79.0	75.5	80.0	73.1	78.6	80.0	73.5	74.9	76.0
1985	76.3	74.5	76.0	79.7	74.3	83.7	76.8	73.9	74.5	75.6
All Classes										
1978	59.1	58.0	63.9	69.3	69.6	62.7	66.9	69.1	66.2	64.7
1979	58.8	62.6	63.9	66.1	70.1	61.6	67.5	70.4	66.1	65.7
1980	63.6	62.4	66.2	64.1	71.0	61.6	66.6	65.8	62.9	65.6
1981	69.2	69.6	76.2	81.3	74.7	67.5	70.6	71.8	69.3	71.3
1982	72.4	69.2	71.4	73.8	74.3	72.3	75.5	73.0	68.2	72.0
1983	77.1	75.0	75.5	76.4	76.7	73.8	80.8	74.2	74.7	76.2
1984	77.9	79.0	76.9	84.0	76.7	78.3	79.8	75.3	75.9	77.6
1985	77.1	77.0	76.5	82.0	76.8	81.2	78.5	74.8	75.3	76.9

Source: Grade Distribution Printout D5130 and Measures of Enrollment Printout D4790-002, Data Processing Branch, Business Services Division.

Rates are defined as the percentages that end-of-semester enrollments are of first census enrollments at each of the colleges and districtwide.

STUDENT PERFORMANCE AND ARTICULATION

Table 22: Transfers to California Public Four-Year Institutions by College, Fall 1978 - Fall 1985

Description

Table 22 presents numbers of District students transferring to public four-year institutions, the University of California (UC) and California State University (CSU) systems, by college, for fall semesters 1978 through 1985.

Discussion

In 1978, transfers from District colleges to UC and CSU totaled 3,895; of this total, 14% or 536 went to UC. By Fall 1985, total transfers had dropped by 46% to 2,667; of this total, only 11% transferred to UC. Transfers to UC fell 43% while transfers to CSU dropped 30% during the seven-year period. Since 1978, transfers to CSU have fallen every year; however, transfers to UC first declined and then rose 13% between 1981 and 1983, before declining again.

Of the nine colleges, Pierce had the best record of transfers to the public four-year institutions; its share of total transfers rose from 25% in 1978 to 31% in 1985. Valley and City have maintained their shares at around 22% and 16%, respectively. In 1985, City was the only college with any increase in transfers; all transferred to CSU. Southwest's transfers fell dramatically between 1984 and 1985, from 110 to only 1.

Falling trends in transfers from the District's colleges to public four-year institutions are consistent with the findings of the California Postsecondary Education Commission that the largest losses occurred in districts with a high proportion of minority enrollment (Update of Community College Transfer Student Statistics: Fall 1984).

Colleges have initiated measures to improve the transferability of its students. Every college has designated a special area for transfer information; the State funded East and City to establish "transfer centers", and Harbor, City, and Mission received Ford Foundation grants to improve transfer rates. Several colleges have participated in a "Transfer Alliance Project" with UCLA to institute new incentives, programs and services to enhance successful transfer. The trend reversal at City indicates that such measures can have positive results.

TABLE 22

TRANSFERS TO CALIFORNIA PUBLIC FOUR-YEAR INSTITUTIONS BY COLLEGE, FALL 1978 - FALL 1985

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
University of California										
1978	129	46	39	2	123	12	5	143	37	536
1979	86	58	35	4	128	5	8	132	53	509
1980	104	37	48	4	104	7	5	120	37	466
1981	69	52	35	1	94	7	8	90	39	395
1982	83	47	40	4	117	4	7	96	31	429
1983	88	50	47	3	117	5	7	93	37	447
1984	59	38	30	10	113	5	4	81	13	353
1985	54	30	25	1	98	1	5	71	21	306
California State University										
1978	493	461	428	49	874	186	173	727	198	3,359
1979	470	412	443	41	801	168	143	642	182	3,352
1980	475	390	402	55	794	137	150	652	239	3,294
1981	452	416	379	37	763	128	141	577	226	3,119
1982	427	338	355	38	838	123	121	592	199	3,031
1983	407	351	351	41	741	129	136	513	166	2,835
1984	336	360	337	42	752	110	123	494	149	2,703
1985	350	299	232	34	722	1	123	482	118	2,361
Total Transfers										
1978	622	507	467	51	997	198	178	870	235	3,895
1979	556	470	478	45	929	173	151	774	235	3,861
1980	579	427	450	59	898	144	155	772	276	3,760
1981	521	468	414	38	857	135	149	667	265	3,514
1982	510	385	395	42	955	127	128	688	230	3,460
1983	495	401	398	44	858	134	143	606	203	3,282
1984	395	398	367	52	865	115	127	575	162	3,056
1985	404	329	257	35	820	2	128	553	139	2,667

Source: UPDATE OF CALIFORNIA COMMUNITY COLLEGE TRANSFER STUDENT STATISTICS, FALL 1984, California Post-Secondary Education Commission, Sacramento, California, 1985.

STUDENT PERFORMANCE AND ARTICULATION

Table 23: Awards Conferred by Type and College, 1978-79 through 1985-86.

Description

Table 23 shows the total number of awards (Associate Degrees and Certificates) earned by District students from 1978-79 through 1985-86 for the nine colleges. Associate degrees are awarded for completion of 60 units or more in prescribed courses, while certificates are granted for completion of a directed sequence of courses in a major.

Discussion

The total number of awards in the District fell from 9,026 in 1978-79 to 6,589 in 1985-86, representing a 27% decline for that period; in comparison, enrollment fell by 25%. In 1982-83, the number of awards rose by over 1,000, reflecting the peak enrollment in 1981.

Over the same seven-year period, the percentage share of associate degrees in total awards in the District had fallen from 80% to 70%, the total number from 7,247 to 4,600. The number of associate degrees also fell at all the colleges; however, in the last year, Pierce, Harbor, Mission and Trade-Tech increased their numbers of associate degree awards.

Between 1978-79 and 1985-86, the districtwide number of certificates awarded increased from 1,779 to 1,989 despite a drop in the total number of awards. The majority of certificates were awarded at Trade-Tech, with 58% of the District total in 1978-79, followed by Valley, 16%, and East, 15%. City, Mission, and Southwest did not award any certificate in that year. In 1985-86, Trade-Tech still retained its traditional dominance but with a reduced share, 54%, of all certificates. Colleges which awarded more certificates in 1985-86 than in 1978-79 were Trade-Tech, West, City, Southwest and Mission.

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TABLE 23

AWARDS CONFERRED BY TYPE AND COLLEGE, 1978-79 THROUGH 1985-86

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Associate Degrees										
1978-79	1,219	908	707	106	1,156	398	694	1,734	325	7,247
1979-80	1,263	923	553	130	1,155	294	630	1,478	406	6,832
1980-81	1,256	1,130	486	79	1,133	429	638	448	352	5,951
1981-82	956	821	528	101	1,150	353	678	1,211	308	6,106
1982-83	1,127	882	558	111	1,062	361	758	1,196	208	6,263
1983-84	841	793	580	112	1,002	285	639	1,090	223	5,565
1984-85	1,003	781	450	75	919	271	532	841	214	5,086
1985-86	683	768	460	98	980	213	562	647	189	4,600
Certificates										
1978-79	0	258	79	0	57	0	1,029	287	69	1,779
1979-80	0	276	26	0	57	0	641	166	58	1,224
1980-81	7	198	55	0	50	0	961	10	134	1,415
1981-82	154	118	71	0	67	43	785	145	145	1,528
1982-83	195	125	60	22	45	79	1,463	223	180	2,392
1983-84	282	290	74	28	38	29	894	189	264	2,088
1984-85	251	290	53	104	24	50	952	200	348	2,272
1985-86	149	218	49	27	44	48	1,071	160	223	1,989
Total Awards										
1978-79	1,219	1,166	786	106	1,213	398	1,723	2,021	394	9,026
1979-80	1,263	1,199	579	130	1,212	294	1,271	1,644	464	8,056
1980-81	1,263	1,328	541	79	1,183	429	1,599	458	486	7,366
1981-82	1,110	939	599	101	1,217	396	1,463	1,356	453	7,634
1982-83	1,322	1,007	618	133	1,107	440	2,221	1,419	388	8,655
1983-84	1,123	1,083	654	140	1,040	314	1,533	1,279	487	7,653
1984-85	1,254	1,071	503	179	943	321	1,484	1,041	562	7,358
1985-86	832	986	509	125	1,024	261	1,633	807	412	6,589

Sources: Higher Education General Information Surveys (HEGIS) and college Deans of Admissions.

The number of certificates awarded at East in 1984-85 was not recorded. The District total reported here assumes that the number of certificates awarded at East was the average of the previous and the succeeding years.

SPECIAL SERVICES

Table 24: Services to Special Student Groups, 1977-78 through 1985-86

Description

Table 24 shows the numbers of special students served by each college from 1977-78 through 1985-86: veterans, disabled students, participants in Extended Opportunity Programs and Services (EOP&S), other financial aid recipients and foreign students.

Discussion

Between 1977-78 and 1985-86, the districtwide number of special students served fell by 53%, compared to a 28% enrollment decline for the same period. The number of students served from 1984-85 to 1985-86 fell by 9%. Since 1981-82, all categories except foreign students have experienced large reductions in numbers served. Foreign student enrollment rose 50% between 1984-85 and 1985-86, mainly at City (319 to 487), West (12 to 152), and Pierce (182 to 230).

The total number of handicapped students served rose 76%, from 2,144 in 1977-78 to 3,784 in 1980-81, then fell 35% between 1980-81 and 1985-86 to 2,475. Harbor, Trade-Tech and Valley increased their numbers served by 5% to 10% between 1984-85 and 1985-86; all other colleges served fewer handicapped students in this period. Trade-Tech and Pierce served the most number of handicapped students, 479 and 451 in 1985-86, while Mission and Southwest, the smallest colleges, each served fewer than 100.

Of the five special service categories in Table 24, Other Financial Aid Recipients remained the largest group served (almost 6,000 in 1985-86), despite a 66% drop since its peak in 1980-81.

The second largest special service category continued to be EOP&S, although the number of eligible students participating fell 62% since the peak of 13,398 in 1980-81, to 5,053 in 1985-86. However, between 1984-85 and 1985-86 alone, City and West were able to increase their numbers served by 225% and 86%. In 1985-86, City served the largest number of EOP&S students among District colleges, at 1,337.

TABLE 24

SERVICES TO SPECIAL STUDENT GROUPS, 1977-78 THROUGH 1985-86

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Veterans Receiving Educational Benefits										
1977-78	1,101	1,153	1,066	211	996	395	1,484	1,382	368	8,156
1980-81	1,009	850	607	80	600	338	1,108	707	348	5,647
1984-85	551	0	210	45	440	275	371	570	109	2,571
1985-86	143	79	250	43	203	41	288	227	81	1,355
Handicapped Students Served										
1977-78	405	206	79	9	460	118	319	463	85	2,144
1980-81	952	331	156	77	664	178	655	549	222	3,784
1984-85	446	311	134	134	505	85	458	396	151	2,620
1985-86	404	261	147	95	451	88	479	415	133	2,473
EOP & S Students Served										
1977-78	2,200	1,569	255	210	97	1,500	1,300	592	510	8,233
1980-81	3,314	2,000	323	320	441	3,500	2,000	700	800	13,398
1984-85	412	870	154	200	369	603	1,754	607	276	5,245
1985-86	1,337	821	165	56	297	570	834	461	512	5,053
Other Financial Aid Recipients										
1977-78	4,430	1,420	900	130	560	1,860	2,700	1,610	985	14,595
1980-81	4,472	2,224	702	179	995	2,876	3,233	1,178	1,493	17,352
1984-85	1,711	810	335	90	587	615	1,249	500	444	6,341
1985-86	1,560	869	329	121	624	580	972	570	356	5,981
Foreign Students Served										
1977-78	224	114	28	9	98	70	85	78	6	712
1980-81	215	100	30	4	120	80	75	86	31	741
1984-85	319	72	14	13	182	41	38	100	12	791
1985-86	487	56	20	12	230	49	63	111	152	1,180

Sources: Office of Enrollment Management, Division of Educational Research and Development. Data for Disabled, EOP & S, and Other Financial Aid are unduplicated totals for the academic year. Veterans and Foreign Students are Fall Semester counts only.

Note: Data for Other Financial Aid Recipients and Foreign Students served are only available from 1978-79 and 1979-80 respectively.

FISCAL AND PERSONNEL RESOURCES

Table 25: General Fund Income by Source, 1979-80 through 1985-86 (Millions of Dollars)

Description

Table 25 presents sources of general fund income as reported to the California Community Colleges in the Annual and Financial Budget Report for 1979-80 through 1985-86.

Sources of general income funds include Federal, State, Local Tax (from County-administered property tax) and Local Income and Fees. Local Income and Fees includes student fees of all types except parking, sales of District property, interest, and miscellaneous other revenues. The total general fund income is reported in current and in constant 1979 dollars which discount the effects of inflation.

The bottom half of the table shows adjustments made to the general fund to arrive at income available for the District to spend each year. Adjustments include interfund transfers (transfers from the Special Reserve Fund), and beginning and ending balances. Amounts available are also reported in current and constant dollars.

Discussion

The total general fund income in 1985-86 was $206.46 million. Compared to the 1979-80 income, this figure represents a 15% increase in nominal terms, but a 19% fall in real value over the seven-year period. Income in constant 1979 dollars declined the first five years and then increased by 2.4% in the last year.

In 1985-86, the State provided 69% of general fund income broken down as follows: Local Tax, 20%; Local Income and Fees, 9%; and Federal support, 3%. Compared to 1979-80, the District has become more dependent on local support (State and Federal support have fallen while Local Tax and Local Income and Fees have risen), although the State remained the primary provider.

Federal support has dropped most sharply, from almost $13.5 million to about $5.4 million, or from 8% in 1979-80 to 3% in 1985-86. Federal support registered a $5 million drop between 1982-83 and 1983-84 because of the end of Metropolitan College's overseas program for military personnel; other Federal funding (e.g., VEA) has also declined.

State funding in current dollars has remained essentially stable and has even increased slightly in 1985-86; however, its share of the

general fund income has dropped from 73% to 69% over the six-year period.

Local Tax has increased more than 50% between 1979-80 and 1985-86 from 13% of income to 20%

Local Income and Fees was substantially higher between 1982-83 and 1984-85, following initiation of the $50 per semester enrollment fee; its percentage contribution to general fund income has risen from 7% in 1979-80 to 9% in 1985-86.

The amount available to the District for spending each year has increased nominally from $178.5 million in 1979-80 to $194.23 in 1985-86 (9% increase), but declined 24% in real value. The District has used interfund transfers and fund balances to augment its general fund income over the last six years.

In 1982-83, $17.5 million was withdrawn from the Special Reserve Fund; in subsequent years, interfund transfers have fallen to $.20 million in 1985-86. The beginning balance was $44 million in 1979-80; it dropped to $6.6 million in 1982-83, and showed a $3.4 million deficit in 1985-86. Year-end balances have similarly declined from almost $45 million in 1979-80 to $9 million in 1985-86.

TABLE 25

GENERAL FUND INCOME BY SOURCE, 1979-80 THROUGH 1985-86

(Millions of Dollars)

	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Sources							
Federal (1)	13.47	11.75	11.41	10.99	5.20	5.06	5.38
State	129.91	133.00	124.41	134.43	135.39	134.28	142.83
Local Tax	23.62	32.46	34.07	30.38	32.71	32.04	40.62
Local Income and Fees	12.14	15.71	12.41	9.28	12.65	20.92	17.63
Total General Fund Income	179.14	192.93	182.31	185.08	185.97	192.31	206.46
In 1979 Dollars	179.14	170.03	147.24	147.90	142.43	140.94	144.35
Interfund Transfers (2)	0.03	0.00	0.00	17.46	1.42	0.23	0.20
Net General Fund Income	179.17	192.93	182.31	202.54	187.39	192.54	206.66
Beginning Balance (3)	44.08	43.62	38.63	6.59	4.08	8.31	-3.43
Less Ending Balance	-44.78	-38.01	-6.46	-3.96	-8.20	2.83	-9.00
Total Amount Allocated	178.48	198.53	214.48	205.17	183.27	203.68	194.23
In 1979 Dollars	178.48	174.97	173.23	163.96	140.36	149.27	135.78

Sources: Annual Financial and Budget Report to the California Community Colleges from the Los Angeles Community College District, CCFS-311, 1979-80 through 1985-86.

(1) Financial Aid payments to students are excluded.

(2) Includes transfer from Special Reserve Fund in 1982-83.

(3) Differences between the beginning balance and the previous year's ending balance occur due to minor accounting adjustments.

FISCAL AND PERSONNEL RESOURCES

Table 26: General Fund Expenditures by Function, 1979-80 through 1985-86 (Millions of Dollars)

Description

Table 26 presents general fund expenditure by major function for the period 1979-80 through 1985-86. The amounts reported are in millions of dollars and the proportions of total expenditures by function are given in percentages.

The major expenditure functions are divided into two categories: instruction and administrative support. Total instruction is further divided into instruction and instructional support, while administrative support includes administration, counseling, student services, physical plant, general institutional support, community and ancillary services.

Table 26 also reports expenditure per average daily attendance (ADA) in current and 1979 dollars for each year.

Discussion

Total general fund expenditures rose about 10% between 1979-80 and 1985-86, from $177.35 million to $190.81 million; over the years, expenditures have fluctuated around $200 million. Direct expenditures exclude transfers to special funds, hence the yearly totals differ from total amounts available in Table 25. As with funds available, however, expenditures in constant 1979 dollars has declined, with a 23% reduction over the seven-year period. Expenditure proportions between the two major categories, total instruction and administrative support, have remained generally stable with just over 50% of the total general fund expended on total instruction. Within total instruction, expenditure on direct instruction accounted for 49% of total general fund in 1985-86, less than the proportions in the previous two years. True expenditures on instruction since 1984-85 have been masked by increased reporting of departmental chairs under the administrative support category.

Required support of instructional costs has been accomplished at the expense of administrative support as a whole, and in particular, of physical plant and general institutional support, whose percentages have steadily declined since 1978-79. Physical plant and general institutional support were the two largest administrative sub-categories in 1978-79, with 12% and 14% of total expenditures; in 1985-86, although they both remained the two largest administrative sub-categories, their shares had eroded to 11% each of the total

general fund. Administration, which includes instructional administration and planning and policy functions, has on the other hand increased from about 7% in 1978-79 to 10% of the total general fund in 1985-86. This increase may be partially explained by the transfer of department chair costs to the administrative category, as noted above. Other administrative support expenditures, which include counseling, student and community services, remained stable proportions of the total expenditure. Ancillary services, though minor with a proportion less than 1%, has more than doubled its share since 1981-82.

Expenditure per ADA in real terms has risen from $2,560 in 1978-79 to $2,752 in 1985-86; it declined between 1978-79 and 1983-84, accompanied for the most part by rising enrollments, then rose sharply in the last two years, when falling enrollments were not matched by reductions in operating costs.

TABLE 26

GENERAL FUND EXPENDITURES BY FUNCTION, 1979-80 THROUGH 1985-86

(Millions of Dollars)

	1979-80		1980-81		1981-82		1982-83		1983-84		1984-85		1985-86	
	Dollars	%	Dollars	%	Dollars	%	Dollars	%	Dollars	%	Dollars	%	Dollars	%
Instruction	87.64	49.4	97.43	49.2	105.08	49.0	101.74	49.8	96.84	52.9	103.24	50.7	95.56	50.1
Instructional Support	6.64	3.7	7.58	3.8	8.67	4.0	7.72	3.8	6.36	3.5	6.52	3.2	5.81	3.0
Subtotal Instruction	94.28	53.2	105.00	53.1	113.74	53.1	109.46	53.6	103.20	56.4	109.76	53.9	101.37	53.1
Instructional Admin. (1)	7.28	4.1	8.52	4.3	9.00	4.2	13.03	6.4	11.87	6.5	18.08	8.9	15.06	7.9
Planning & Policy Making	5.87	3.3	5.81	2.9	5.68	2.7	7.11	3.5	4.89	2.7	6.19	3.0	5.19	2.7
Subtotal Administration	13.15	7.4	14.32	7.2	14.69	6.9	20.14	9.9	16.75	9.2	24.27	11.9	20.25	10.6
Admissions & Records	3.22	1.8	3.76	1.9	4.46	2.1	4.38	2.1	3.79	2.1	4.81	2.4	4.33	2.3
Counseling	6.96	3.9	8.00	4.0	8.21	3.8	7.91	3.9	7.11	3.9	7.99	3.9	6.96	3.6
Student Services	9.30	5.2	11.31	5.7	11.59	5.4	10.17	5.0	9.04	4.9	9.93	4.9	10.15	5.3
Physical Plant	22.06	12.4	24.88	12.6	28.52	13.3	25.12	12.3	22.98	12.6	24.23	11.9	21.75	11.4
General Institutional Support	24.84	14.0	25.84	13.1	28.08	13.1	22.12	10.8	15.43	8.4	17.84	8.8	21.93	11.5
Community Services	3.24	1.8	4.26	2.2	4.71	2.2	3.76	1.8	3.56	1.9	3.56	1.8	3.01	1.6
Other Services & Operations	0.31	0.2	0.44	0.2	0.36	0.2	1.17	0.6	1.20	0.7	1.19	0.6	1.07	0.6
Subtotal Support Services	69.93	39.4	78.49	39.7	85.92	40.1	74.63	36.5	63.11	34.5	69.54	34.2	69.20	36.3
Total General Fund Expenditures (2)	177.35	100%	197.82	100%	214.36	100%	204.23	100%	183.06	100%	203.56	100%	190.81	100%
Expenditure per ADA														
Current Dollars	2,560		2,839		2,983		2,893		3,015		3,764		3,933	
1979 Dollars	2,560		2,502		2,409		2,312		2,309		2,759		2,752	

Sources: Annual Financial and Budget Report to the California Community Colleges, 1979-80 through 1985-86.

(1) Department chairs have been uniformly reported under Instructional Administration only since 1984-85.

(2) Differs from amount available in Table 25 due to the exclusion of transfers to special funds.

Table 27: Basic Program Expenditures by Location, 1985-86 (Millions of Dollars)

Description

Table 27 shows basic program expenditures of the District, District Office and all nine colleges for 1985-86 in millions of dollars. Program expenditures are categorized into personnel and support costs. Personnel expenditures include certificated and non-certificated salaries and benefits, while support costs include books and supplies, and plant operating expenses. For each college location, expenditures are reported in both dollar amounts and proportions of the college totals.

Discussion

Of the expenditure categories included in the basic program definition, 90% of the funds were spent on personnel costs, a proportion identical to the previous year. Among the colleges, the percentages ranged from 84% to 93%, with the smaller colleges generally spending lower proportions for personnel. Within these costs, 40% of all basic program expenditures were for the salaries and benefits of regular instructors. The inter-college range was from 39% to 50%, with the smaller colleges again spending in the lower proportions. When regular and hourly instructor expenses were combined, the average proportion was 48%.

Certificated administrative salaries and benefits were 8% of District basic program expenditures (up from 5% the previous year), with the smaller schools spending above the norm. Expenditures for hourly-rate teaching assignments, other certificated personnel, and instructional aides all varied within a narrow range, except for Mission, where the use of other certified personnel was proportionately greater. Finally, within the personnel expenditure categories, the smaller schools spent somewhat more of their resources on noninstructional employees; this category also accounted for a large portion of the District Office expenditures, since the Business Services Division is staffed almost exclusively with noncertificated personnel.

Books and supplies were a minor and generally uniform amount across the District. Operating expenses of the physical plant varied much more, with porportions higher at the smaller campuses. Leased space at the District Office and Mission contributed to higher plant costs, with District Office data processing costs also a factor. Across the board, expenditures on the physical plant appeared to reflect economies of scale.

TABLE 27

BASIC PROGRAM EXPENDITURES BY LOCATION, 1985-86 (Millions of Dollars)

	City	East	Harbor	Mission	Pierce	Southwest	Trade-Tech	Valley	West	District Office	District Total
Certificated Salaries and Benefits											
Teaching, regular assignment	$11.39	$8.37	$6.35	$1.87	$11.82	$3.61	$9.77	$10.58	$4.80	$0.00	$68.56
Teaching, hourly assignment	1.92	1.64	1.01	0.56	1.91	0.61	2.16	1.66	0.92	0.00	12.39
Certificated Administrators	1.35	1.36	1.12	0.48	1.55	0.96	1.58	1.57	1.13	1.62	12.72
Other Certificated	1.07	0.79	0.69	0.64	1.19	0.53	0.87	1.02	0.68	0.07	7.55
Noncertificated Salaries and Benefits											
Instructional Aides	0.65	0.48	0.46	0.06	1.01	0.43	0.63	0.59	0.33	0.00	4.64
Noninstructional Employees	4.84	3.92	3.09	1.24	4.74	2.43	5.01	4.47	3.00	11.42	44.16
Subtotal Personnel Costs	21.22	16.56	12.72	4.85	22.22	8.57	20.02	19.89	10.86	13.10	150.01
Books & Supplies	0.35	0.36	0.27	0.11	0.69	0.16	0.64	0.42	0.22	0.18	3.40
Operating Expenses of Plant	1.18	1.22	0.91	0.76	1.48	0.91	0.95	1.25	0.87	4.05	13.58
Subtotal Support Costs	1.53	1.58	1.18	0.87	2.17	1.07	1.59	1.67	1.09	4.23	16.98
Total Location Expenditures	$22.75	$18.14	$13.90	$5.72	$24.39	$9.64	$21.61	$21.56	$11.95	$17.33	166.99
Certificated Salaries and Benefits											
Teaching, regular assignment	50.1%	46.1%	45.7%	32.7%	48.5%	37.4%	45.2%	49.1%	40.2%	0.0%	41.1%
Teaching, hourly assignment	8.4	9.0	7.3	9.8	7.8	6.3	10.0	7.7	7.7	0.0	7.4
Certificated Administrators	5.9	7.5	8.1	8.4	6.4	10.0	7.3	7.3	9.5	9.3	7.6
Other Certificated	4.7	4.4	5.0	11.2	4.9	5.5	4.0	4.7	5.7	0.4	4.5
Noncertificated Salaries and Benefits											
Instructional Aides	2.9	2.6	3.3	1.0	4.1	4.5	2.9	2.7	2.8	0.0	2.8
Noninstructional Employees	21.3	21.6	22.2	21.7	19.4	25.2	23.2	20.7	25.1	65.9	26.4
Subtotal Personnel Costs	93.3	91.3	91.5	84.8	91.1	88.9	92.6	92.3	90.9	75.6	89.8
Books & Supplies	1.5	2.0	1.9	1.9	2.8	1.7	3.0	1.9	1.8	1.0	2.0
Operating Expenses of Plant	5.2	6.7	6.5	13.3	6.1	9.4	4.4	5.8	7.3	23.4	8.1
Subtotal Support Costs	6.7	8.7	8.5	15.2	8.9	11.1	7.4	7.7	9.1	24.4	10.2
Total Location Expenditures	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Year End Financial Report, F3010-001, Business Services Division. Includes Program 100 expenditures only, except as noted.

Note: District Office expenditures do not include districtwide supply, operations, equipment, and auditing accounts, and interfund transfers. They do include the Central Financial Aids administrative unit and Instructional Television.

FISCAL AND PERSONNEL RESOURCES

Table 28: Special Purpose Expenditures, 1981-82 through 1985-86

Description

Table 28 reports special purpose expenditures districtwide for 1981-82 through 1985-86. Each of the programs listed as a column heading in the table is budgeted under a distinct account number to separate its financial transactions from those of the basic program funds. Accounts for such activities as bookstores, cafeteria and Community Services all generate income as well as incur expenses. In addition, some programs produce reimbursable ADA; examples are Instructional Television and International Education. Thus some portion of the expenditures shown here were covered by General Fund income reported in Table 25. On the other hand, Handicap Services and Child Development Centers receive categorical funding, and in the case of the latter, user fees help to defray some of the costs.

Total expenditures are also divided into salaries and benefits (which combines certificated and non-certificated salaries and employee benefits) and "other" expenditures (comprising books and supplies, operating expenses and sites, buildings and equipment).

Discussion

Districtwide special purpose expenditures fell 10% from $22.2 million in 1984-85 to $20.1 million in 1985-86, its lowest level between 1981-82 and 1985-86. Within total expenditures, the proportion of salaries and benefits since 1981-82 has remained relatively stable at about 48% of the total. By program, the largest expenditure has been on bookstores, which accounted for almost 50% of total 1985-86 special purpose expenditures, followed by Community Services and cafeteria accounts which were each 14% of the total. Over time, the shares of bookstores, Handicap Services and International Education have increased (bookstores 43% to 49%; Handicap Services 7% to 11%; International Education .7% to 1%), while those of cafeteria and Community Services have declined (cafeteria 20% to 14% and Community Services 17% to 14%).

Within each program, the division between personnel and non-personnel expenses varies significantly from the districtwide pattern depending on the program activity; for example, in 1985-86, 80% of bookstore expenditures fell within "other" expenditures (mainly books and supplies) while 97% of handicapped services expenditures were on salaries and benefits.

TABLE 28

SPECIAL PURPOSE EXPENDITURES, 1981-82 THROUGH 1985-86

(Thousands of dollars)

Objects	Bookstore	Cafeteria	Child Development Centers	Community Services	Handicap Services	Instructional Television	International Education	Total
Salaries and Benefits								
1981-82	$1,870.8	$2,369.0	$1,513.9	$3,505.5	$1,971.0	$491.9	$150.6	$11,872.7
1982-83	1,931.7	2,198.8	1,339.5	2,096.3	1,708.2	406.5	155.2	9,836.2
1983-84	1,783.2	1,551.7	1,312.8	2,021.6	1,692.8	419.3	159.9	8,941.2
1984-85	2,322.0	2,008.2	1,553.0	2,019.0	2,003.4	487.0	169.0	10,561.6
1985-86	2,020.2	1,619.6	1,508.1	1,778.5	2,091.9	427.1	190.9	9,636.3
Other (1)								
1981-82	$8,364.6	$2,287.0	$175.7	$649.5	$44.9	$244.0	$12.6	$11,778.3
1982-83	9,058.1	2,075.7	133.9	865.3	28.2	129.7	7.2	12,298.1
1983-84	9,367.0	1,468.8	132.5	1,134.0	29.2	115.3	6.5	12,253.3
1984-85	8,584.0	1,426.0	57.0	1,421.0	25.0	137.0	8.0	11,658.0
1985-86	7,824.0	1,211.4	34.4	1,114.2	54.3	197.4	16.1	10,451.8
Total Expenditures								
1981-82	$10,235.4	$4,656.0	$1,689.6	$4,155.0	$2,015.9	$735.9	$163.2	$23,651.0
1982-83	10,989.8	4,274.5	1,473.4	2,961.5	1,736.4	536.2	162.4	22,134.3
1983-84	11,150.1	3,020.6	1,445.3	3,155.5	1,722.0	534.6	166.5	21,194.5
1984-85	10,906.0	3,434.2	1,610.0	3,440.0	2,028.4	624.0	177.0	22,219.6
1985-86	9,844.2	2,831.0	1,542.5	2,892.7	2,146.2	624.5	207.0	20,088.1

Source: Accounting by Object reports 3060-001 (Summary of Selected Programs) and 3000-03 (Final/Final)

(1) "Other" includes books and supplies, operating expenses, and sites, buildings and equipment.

Table 29: Special Student Service Expenditures and Special Project Grants by College, 1978-79 through 1985-86

Description

Table 29 presents dollar amounts and percentage changes in special service expenditures by college for 1978-79 through 1985-86. Special service expenditures include financial aid, Extended Opportunity Programs and Services (EOP&S) and the Veterans' Cost of Instruction Program (VCIP). The table also presents total awards to colleges for special project grants over the same eight-year period.

Financial aid expenditures include direct aid and loan programs for students deemed eligible based on need. EOP&S also supports services for students deemed eligible based on financial need, while the VICP is an extension of the federal GI Bill and supports veterans attending college. Special project grants are awarded on the basis of specific proposals to funding agencies, which are typically public educational and governmental sources; competition for awards is usually keen.

Discussion

Special service expenditures on financial aid, EOP&S and VCIP have generally fallen since 1981-82, with increases between 1983-84 and 1985-86 for EOP&S and VCIP and in 1985-86 for financial aid. The overall expenditure for financial aid rose from $6.9 million in 1984-85 to $8 million in 1985-86, with City, Trade-Tech and East accounting for 60% of the total amount. EOP&S expenditures were reduced slightly between 1984-85 and 1985-86 to $3.3 million. Most of the EOP&S expenditures (53%) were at City, Trade-Tech and East, as in the case of financial aid expenditures. The smallest of the special service expenditures, VCIP, was $49,000 in 1985-86, up $10,000 from the previous year. VCIP was sharply reduced in 1981-82 when it fell from over $200,000 to just under $70,000. These funds are affected by terms of GI benefits. In 1985-86, 64% of VCIP expenditures were at City ($12,000), Harbor ($10,900) and Trade-Tech ($8,600).

Historical records for Handicap Services and Child Development Centers have not yet been reconstructed for this report. Recent 1981-82 through 1985-86 fiscal year expenditures are shown on Table 28.

Total special project grants ranged from approximately $1 million to $2.5 million over the eight-year period, except for the last year, when they totaled a little more than $3.6 million. This very large increase of 178% over 1984-85 was the result of two major awards to Southwest: a

Title III Institutional Development grant for $3.65 million over five years, and $1 million from the Governor's discretionary funds for Operation SERVE (Southwest Employment Referral Vocational Education). With this exception, special project awards have shown considerable decline since 1981-82 which reflects federal funding reductions in several major program sources.

TABLE 29

SPECIAL STUDENT SERVICE EXPENDITURES AND SPECIAL PROJECT GRANTS BY COLLEGE, 1978-79 THROUGH 1985-86

(Thousands of Dollars)

Fund Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Financial Aid										
1978-79	$2,280.9	$1,059.4	$328.4	$171.5	$538.9	$1,212.1	$2,738.2	$599.6	$786.6	$9,715.6
1979-80	2,919.7	1,445.4	411.0	203.2	709.0	1,723.6	2,689.0	819.1	832.3	11,752.3
1980-81	2,416.6	1,381.5	408.1	167.5	605.4	1,589.4	2,142.5	692.5	834.2	10,237.6
1981-82	2,132.2	1,069.9	342.6	141.5	623.6	927.5	1,761.4	563.6	596.1	8,158.4
1982-83	1,454.5	867.2	449.8	151.4	657.2	936.7	2,025.0	646.1	625.7	7,813.7
1983-84	1,550.5	763.8	283.4	155.1	662.4	952.5	1,751.6	574.7	517.5	7,211.4
1984-85	1,555.9	810.9	274.0	149.5	662.2	945.6	1,379.6	602.5	522.9	6,903.0
1985-86	1,774.9	1,146.3	438.6	190.6	720.5	838.9	1,718.4	700.9	467.5	7,996.6
Extended Opportunity Programs and Services (EOP&S)										
1978-79	$423.4	$348.3	$181.3	$139.5	$147.4	$399.6	$365.9	$133.2	$291.5	$2,430.0
1979-80	624.4	390.2	223.7	130.7	170.0	400.7	460.2	193.4	360.0	2,953.4
1980-81	786.3	377.2	198.0	154.3	153.0	590.0	416.5	286.5	386.2	3,348.0
1981-82	931.7	358.4	188.1	146.6	145.4	560.6	493.5	272.2	352.7	3,449.3
1982-83	842.2	425.6	171.9	151.7	153.9	511.4	446.1	246.1	318.8	3,267.8
1983-84	780.9	471.5	159.4	148.6	168.3	472.4	497.5	228.2	295.6	3,222.2
1984-85	902.2	391.9	159.4	171.6	168.3	542.9	497.5	247.7	295.6	3,376.9
1985-86	870.3	414.8	151.4	190.2	176.8	515.7	472.6	266.6	280.8	3,339.2
Veterans' Cost of Instruction Program (VCIP)										
1978-79	$60.1	$55.7	$43.0	$7.9	$32.1	$18.6	$74.8	$41.8	$19.4	$353.5
1979-80	50.4	46.4	28.6	5.9	25.8	17.3	51.5	32.9	17.0	275.9
1980-81	41.3	48.4	24.8	4.3	14.8	13.9	45.3	23.1	11.9	227.8
1981-82	15.6	0.0	12.3	1.5	6.9	0.0	16.9	10.1	5.5	68.8
1982-83	12.5	0.0	11.9	1.5	6.0	4.8	17.2	8.7	3.7	66.3
1983-84	7.3	0.0	6.5	0.7	3.4	2.7	9.4	5.1	2.1	37.3
1984-85	9.5	0.0	9.1	0.7	3.2	3.5	8.0	5.1	0.0	39.2
1985-86	12.1	0.0	10.9	0.5	5.2	5.3	8.6	4.5	1.8	49.0
Special Project Grants										
1978-79	$58.8	$639.6	$311.0	$43.0	$28.4	$64.0	$33.4	$137.3	$0.0	$1,315.6 (1)
1979-80	157.1	924.1	458.8	210.1	282.6	244.3	108.6	132.9	5.2	2,523.7 (2)
1980-81	71.3	1,054.1	117.4	223.9	45.3	64.7	122.7	217.2	28.5	1,945.1
1981-82	64.1	997.6	72.5	126.6	18.5	159.6	30.1	156.1	85.6	1710.8
1982-83	30.5	856.4	5.8	49.3	9.0	0.8	6.9	146.2	9.7	1,117.6 (3)
1983-84	35.0	891.7	71.1	78.2	8.0	36.0	10.2	15.0	150.0	1,295.4
1984-85	113.8	982.2	53.2	61.5	0.0	41.0	4.0	6.6	32.9	1,295.2
1985-86	313.6	1,210.2	202.7	222.8	50.5	1,540.9	10.0	18.0	35.1	3,603.9

Source: Data has been provided by various sources within the Los Angeles Community Colleges. In the categories of Financial Aid and EOP&S the funding agencies determine college and central administrative office allocations.

(1) Includes a $14,000 "Project with Industry" grant to the District Offices.

(2) Includes a $25,700 grant to Instructional Television for the film "History of Japnaese in America".

(3) Includes $2,840 awarded to Metropolitan College and the District Office.

FISCAL AND PERSONNEL RESOURCES

Table 30: Special Vocational Education Funds by Location, 1978-79 through 1985-86

Description

Table 30 shows dollar amounts of special vocational education funds awarded to the colleges and to the District for 1978-79 through 1985-86. College amounts include both direct awards and allocations made from District awards.

The following describes types of sources to which community colleges apply for funding to support vocational education and services:

Employment Training. Federal and state programs include the Comprehensive Employment and Training Act (CETA), Job Training Partnership Act (JTPA), and the Employment Training Panel (ETP) that are awarded to the District. The emphasis in these programs is on job training and placement for disadvantaged youth and adults, and on the upgrading or retraining of employees or displaced workers.

Vocational Education Act. This is an extensive federal program supporting vocational education through funds for equipment, program development and assistance to vocational students.

Special Vocational Education Project Grants. These project grants support vocational education and supplementary services for specific curricula and/or target groups such as disadvantaged or handicapped students, limited English speaking students, displaced homemakers and women in non-traditional occupational fields. Funding sources include the Comprehensive Worker Education and Training Act (CWETA), Investment in People (IP) and VEA Subparts 2 through 5.

The table also shows the eight-year total awards for each group and for all special vocational funding, and breaks down awards made directly to locations and those made to the District and allocated to locations.

Discussion

The format of presenting information of special funding in this year's Annual Reports has changed to focus on all forms of special vocational funding, by college and to the District, over the eight-year period for which data were available. Of the groups described above, Employment Training and Vocational Education Act funding account for most awards, and the eight-year totals for each group are nearly equal. Funding for

Employment training, however, has been far more variable than that for Vocational Educaiton grants. Sources for Employment Training have changed over the years, and these have been accompanied by differences in methods of funding. The large ETP grants in 1982-83 through 1985-86 ($4 million in 1982-83, $5 million in each of the other years), for example, have been carried over to support industry-based programs which have continued to grow in 1985-86.

Vocational Education Act funding has been more stable over the period, ranging from $2.8 million to $3.5 million districtwide. The general direction of change shows an incline to 1981-82, followed by a three-year decline and an upswing in 1985-86. Funds include all VEA subparts awarded to the District and allocated to the colleges; of these subpart categories, postsecondary instruction is typically around 60% of awards and funds a large proportion of college equipment purchases and replacements. The remainder are funds to support activities described under Special Project Grants, but allocated to the District rather than awarded to the colleges on the basis of specific proposals.

Special Project Grants are a small proportion of special vocational funding, at 4% of the eight-year grand total. As the table indicates, these funds vary a great deal by year and by college, with no funds received in 1985-86. The average award over the eight years was $273,163, with the highest award in 1982-83 more than three times that amount, slightly more than $913 thousand. Also noteworthy in the table display is the rather large grants received by colleges which are not repeated in subsequent years.

Total direct awards to colleges over the eight-year period show that City received the highest amount, at nearly $3.4 million, followed by Trade-Tech ($1.6 million) and East ($984 thousand). Mission received the least amount ($16 thousand), followed by West ($161 thousand). Other college awards generally fell between $600 and $800 thousand. However, as with all direct awards to colleges, amounts were radically varied by funding year. Also note that District administered programs, with the $14 million infusion of ETP monies, was by far the largest direct award, and nearly two-thirds of the eight-year total.

TABLE 30

SPECIAL VOCATIONAL EDUCATION FUNDS BY LOCATION, 1978-79 THROUGH 1985-86

(Thousands of Dollars)

Fund Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District Admin.	District Total
Employment Training(1)											
1978-79	235.0	2.0	1.0	0.8	2.5	1.3	0.0	1.0	5.0	0.0	248.5
1979-80	215.1	162.2	1.7	1.1	1.2	388.1	810.3	482.1	4.1	0.0	2,065.9
1980-81	247.5	1.8	0.7	1.2	3.0	1.5	1.2	0.0	2.7	0.0	259.6
1981-82	269.3	2.5	0.8	1.0	2.9	1.6	1.6	0.0	2.6	2,906.9	3,189.2
1982-83	268.8	2.6	0.0	1.3	2.6	2.0	2.6	0.0	0.0	4,000.0	4,279.9
1983-84	776.5	384.1	0.6	1.4	2.8	2.5	287.9	0.0	2.6	5,000.0	6,458.3
1984-85	618.7	423.4	205.8	0.8	2.0	0.8	88.2	1.2	3.6	5,000.0	6,344.5
1985-86	486.3	3.6	130.0	0.8	2.4	41.5	3.6	1.2	2.4	62.0	733.8
8-Year Total	$3,117.3	$982.1	$340.5	$8.3	$19.4	$439.3	$1,195.5	$485.5	$23.0	$16,968.9	$23,579.8
Vocational Education Act and Special Vocational Education Project Grants (2)											
1978-79	60.0	0.0	5.5	0.0	66.0	0.0	0.0	0.0	0.0	0.0	131.4
1979-80	50.0	0.0	0.0	0.0	243.1	0.0	0.0	0.0	0.0	0.0	293.1
1980-81	14.1	0.0	155.9	0.0	200.0	0.0	0.0	180.6	0.0	0.0	550.6
1981-82	0.0	0.0	20.0	0.0	15.0	0.0	0.0	0.0	97.4	0.0	132.4
1982-83	39.5	1.4	223.3	1.4	90.6	161.4	353.6	1.4	40.4	0.0	913.1
1983-84	69.2	0.0	72.6	6.5	0.0	0.0	6.5	0.0	0.0	0.0	154.7
1984-85	0.0	0.0	0.0	0.0	10.0	0.0	0.0	0.0	0.0	0.0	10.0
1985-86	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
8-Year Total	$232.7	$1.4	$477.3	$7.9	$624.7	$161.4	$360.1	$182.0	$137.8	$0.0	$2,185.3
Total Direct Awards to Each Location											
1978-79	295.0	2.0	6.5	0.8	68.5	1.3	0.0	1.0	5.0	0.0	380.0
1979-80	265.1	162.2	1.7	1.1	244.3	388.1	810.3	482.1	4.1	0.0	2,359.0
1980-81	261.6	1.8	156.7	1.2	203.0	1.5	1.2	180.6	2.7	0.0	810.2
1981-82	269.3	2.5	20.8	1.0	17.9	1.6	1.6	0.0	100.0	2,906.9	3,321.6
1982-83	308.3	4.0	223.3	2.7	93.2	163.4	356.2	1.4	40.4	4,000.0	5,193.0
1983-84	845.7	384.1	73.1	7.9	2.8	2.5	294.4	0.0	2.6	5,000.0	6,613.1
1984-85	618.7	423.4	205.8	0.8	12.0	0.8	88.2	1.2	3.6	5,000.0	6,354.5
1985-86	486.3	3.6	130.0	0.8	2.4	41.5	3.6	1.2	2.4	62.0	733.8
8-Year Total	$3,349.9	$983.5	$817.8	$16.2	$644.1	$600.7	$1,555.6	$667.5	$160.8	$16,968.9	$25,765.1

TABLE 30 cont.

Fund Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District Adminstrd	District Total
Funds Allocated by the District (Perkins Vocational Education Act and Previous VEA Funding)											
1978-79	277.4	277.0	230.4	202.0	424.3	236.8	660.9	322.6	248.4	388.9	3,268.8
1979-80	308.5	224.7	203.2	197.2	284.7	190.1	670.5	315.4	313.9	248.7	2,956.9
1980-81	318.0	255.7	232.1	176.2	300.7	208.9	597.0	238.9	241.2	749.1	3,317.8
1981-82	296.3	306.3	291.6	283.1	308.4	222.7	820.5	196.8	179.2	636.4	3,541.5
1982-83	290.0	220.2	215.8	149.6	316.6	216.1	735.1	242.8	165.8	327.3	2,879.3
1983-84	238.1	180.3	180.5	144.7	291.3	137.8	612.9	251.8	135.7	621.7	2,794.7
1984-85	280.1	176.3	197.5	147.2	295.0	216.0	600.2	237.7	116.2	566.8	2,833.0
1985-86	355.5	224.8	207.6	153.2	381.9	219.6	604.8	289.6	161.5	631.5	3,230.0
8-Year Total	$2,363.9	$1,865.3	$1,758.7	$1,453.2	$2,602.9	$1,648.0	$5,302.0	$2,095.6	$1,562.0	$4,170.4	$24,822.0
Grand Total											
1978-79	572.4	279.0	236.8	202.7	492.8	238.1	660.9	323.6	253.4	388.9	3,648.8
1979-80	573.6	386.9	204.9	198.3	528.9	578.2	1,480.9	797.5	318.0	248.7	5,315.9
1980-81	579.6	257.5	388.8	177.4	503.7	210.4	598.2	419.5	243.9	749.1	4,128.0
1981-82	565.6	308.8	312.4	284.1	326.3	224.3	822.1	196.8	279.2	3,543.3	6,863.0
1982-83	598.3	224.2	439.1	152.3	409.8	379.5	1,091.3	244.2	206.2	4,327.3	8,072.3
1983-84	1,083.8	564.4	253.6	152.6	294.1	140.3	907.3	251.8	138.3	5,621.7	9,407.8
1984-85	898.8	599.7	403.3	148.0	307.0	216.8	688.4	238.9	119.8	5,566.8	9,187.5
1985-86	841.8	228.4	337.6	154.0	384.3	261.1	608.4	290.8	163.9	693.5	3,963.8
8-Year Total	$5,713.8	$2,848.8	$2,576.5	$1,469.4	$3,247.0	$2,248.7	$6,857.6	$2,763.1	$1,722.8	$21,139.3	$50,587.1

Source: Office of Occupational and Technical Education, Los Angeles Community College Distirct. For the awards totaled here, the funding agencies determine college and central administrative office allocations. Although some awards are for multiple years, the total amount of each award is tabulated for the fiscal year in which the program began.

(1) Includes Comprehensive Employment Training Act (CETA) prior to 1983-84, the Joint Training Partnership Act (JTPA) and the Employment Training Panel (ETP) funding sources.
(2) Includes California Worksite Education and Training Act (CWETA) awards in 1980-81 and 1981-82; Investment in People program funds in 1982-83 and 1983-84; in addition to VEA Subparts 2 through 5, 1978-79 through 1985-86.

FISCAL AND PERSONNEL RESOURCES

Table 31.1: Personnel Distribution by Categories, Sex and Ethnicity, 1985-86

Table 32.2: Personnel Distribution and Change by Location, Sex and Ethnicity, 1985-86

Description

Tables 31.1 and 31.2 show proportions of personnel by sex, ethnicity category and college. Personnel categories include executive/managerial, faculty (full-time and hourly), professional non-faculty, secretarial-clerical, technical, skilled crafts, and service maintenance staff positions. Data on personnel categories are from the District Data Processing report showing Workforce Analysis by Class as of March, 1986.

Discussion

In compliance with federal and state civil rights legislation, the District maintains a continuing commitment to affirmative action personnel policies. All colleges and the District Office have set goals for each personnel category to make the ethnic and gender distributions reflect those in the population. A statewide task force on availability data recommends minimum benchmarks against which affirmative action goals can be evaluated. In certificated faculty and professional non-faculty, these are 10% for black, 10% for Hispanics, 4% for Asian/Pacific Islanders and 40% for women. Percentages are the same in the executive/managerial category, except that the benchmark for women is 38%. In other classified categories, the ethnic benchmarks are 11% for blacks, 18% for Hispanics, 4% for Asians, and 0.5% for American/Alaska Natives. Women should be at least 40% in secretarial/clerical and service maintenance classes, 35% in the technical/paraprofessional class, and 5% in the skilled crafts category. These benchmarks are significantly lower than the corresponding percentages of these groups in the population served by the District, as shown in Table 1.2.

The overall percentage of black employees in the District exceeded both state benchmarks and the black share of District area population. In all employment categories, blacks exceeded benchmarks, although they were below their population percentages in faculty, professional, and skilled crafts positions. At the colleges, black employees exceeded their percentage of District area population except at East, Mission, Pierce and Valley.

Asian employment districtwide matched their population share, and Asians exceeded both their population and benchmark percentages in professional, secretarial/clerical, and technical positions. In executive/managerial and faculty, Asians exceeded their benchmark but not their population percentage, and in skilled crafts and service maintenance positions, their employment percentages were below population shares. Asian employment at City, East, and Harbor exceeded both population and benchmark percentages; at Southwest and Trade-Tech, Asians exceeded benchmark but not population percentages, and at Mission, Pierce, Valley and West, they fell below both measures.

Hispanics were seriously underrepresented in total District employment at all colleges. In all personnel categories, except skilled crafts, faculty, and executive/managerial positions where they came close to their benchmarks, they were clearly underrepresented. Even at East, where the service area population was 70% Hispanic and where Hispanic employment was proportionately highest among the colleges, their percentage was only 28%.

The representation of women in the District workforce exceeded their population share only in the traditionally female secretarial/clerical field. They were totally absent from skilled crafts, and poorly represented in executive/managerial and service/maintenance areas. Women were 41% of the large regular faculty category, however, and were above 40% overall because of this and their dominance in secretarial/clerical employment. Female employment at Trade-Tech was the lowest (36%), and only at Mission was it the majority.

For the District as a whole, total female and minority employment have edged lower between 1984 and 1985 (44% to 43% for females, and slightly above 37% to below 37% for minority.) Under present fiscal conditions, with little or no hiring possible, it is doubtful that the District can do much in the near future to make its workforce more closely reflect the community it serves.

TABLE 31.1

PERSONNEL DISTRIBUTION BY CATEGORIES, SEX AND ETHNICITY, 1985-86

(Percentages)

Categories	Asian		Black		Hispanic		White		Other		Total	Total
	M	F	M	F	M	F	M	F	M	F	Female	Minority
Executive Managerial	4.9	1.2	13.0	11.1	13.0	1.9	39.5	14.2	0.6	0.6	29.0	46.3
Faculty:												
Full-Time	2.6	2.8	4.9	6.3	5.0	2.1	48.0	28.2	0.1	0.1	40.6	25.2
Hourly	4.2	1.6	6.9	4.0	4.7	4.0	51.4	23.0	0.1	0.1	31.1	24.0
Professional Non-Faculty	11.8	12.4	7.5	3.1	4.3	2.5	31.1	27.3	0.0	0.0	45.3	41.6
Secretarial Clerical	2.2	11.8	4.1	23.5	4.0	10.6	6.2	36.3	0.2	1.1	83.3	57.6
Technical	8.0	6.8	8.0	6.8	6.3	1.7	29.5	31.6	0.4	0.8	47.7	38.8
Skilled Crafts	3.5	0.0	11.8	0.0	17.6	0.0	65.9	0.0	1.2	0.0	0.0	34.1
Service Maintenance	2.3	0.6	34.9	12.5	10.7	2.1	28.0	9.0	0.0	0.0	24.2	63.0
Total	3.5	4.1	9.6	9.4	5.9	4.0	38.1	25.1	0.2	0.3	42.8	36.9

Source: Data Processing Report B1842-001, Workforce Analysis by Class, March 1986, Data Processing Branch, Business Services Division.

TABLE 31.2

PERSONNEL DISTRIBUTION AND CHANGE BY LOCATION, SEX AND ETHNICITY, 1985-86

(Percentages)

College/ Location	Asian		Black		Hispanic		White		Other		Total Female	Total Minority
	M	F	M	F	M	F	M	F	M	F		
City	5.0	4.4	8.7	12.7	5.7	2.5	39.2	21.7	0.0	0.0	41.4	39.1
East	5.4	6.5	5.3	2.8	16.2	11.7	33.8	17.8	0.3	0.2	38.9	48.3
Harbor	3.5	5.9	9.8	6.5	2.9	3.5	38.2	29.4	0.0	0.4	45.7	32.4
Mission	2.0	1.5	3.4	3.9	6.9	8.3	36.3	36.8	0.0	1.0	51.5	27.0
Pierce	1.5	1.0	4.8	1.1	2.6	1.5	50.6	36.8	0.0	0.1	40.5	12.6
Southwest	2.1	2.1	32.8	34.7	2.1	1.8	13.5	9.8	0.3	0.6	49.1	76.7
Trade-Tech	3.9	2.6	17.2	15.1	7.7	3.4	35.1	14.7	0.1	0.2	36.1	50.3
Valley	1.0	1.4	4.3	1.1	4.2	2.5	49.3	35.7	0.1	0.2	48.9	15.0
West	2.6	3.3	9.8	13.1	1.9	0.7	40.7	26.9	0.5	0.5	44.5	32.4
District	7.6	14.3	6.9	16.2	6.2	6.4	21.1	20.2	0.5	0.7	57.7	32.4
Total	3.5	4.1	9.6	9.4	5.9	4.0	38.1	25.1	0.2	0.3	42.8	58.9

Source: Data Processing Report B1842-001, Workforce Analysis by Class, March 1986.

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